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STUDENTS ON ACADEMIC PROBATION:
FACTORS RELATED TO
HELP REJECTION

Sharon Lebo Silverman

A Dissertation Submitted to the Faculty
of the School of
Education of Loyola University of Chicago in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Educational Psychology

May

1989

Sharon Lebo Silverman
Loyola University of Chicago
STUDENTS ON ACADEMIC PROBATION:
FACTORS RELATED TO HELP-REJECTION

This study investigated the phenomenon of help-rejection in college students placed on academic probation. The research focused on degree of need satisfaction and conflict resolution in those students who rejected help.

The literature review was concentrated in two areas: (1) studies related to students on academic probation, and (2) research related to help-seeking. In addition, a short review centered on studies using the Mooney Problem Checklist.

The methodology and procedure consisted of data collection using a structured interview, and the administration of two inventories: the Mooney Problem Checklist and the Erikson Psychosocial Stage Inventory. The data was presented in the form of detailed case studies and analyzed using a qualitative methodology which yielded emerging themes resulting in a particular help-rejection typology.

The results of the research indicated that students on academic probation who rejected help (1) basically

had satisfied physiological needs and unsatisfied needs for safety, love/belonging, and esteem, and (2) had resolved conflicts in autonomy, industry, and identity and unresolved conflicts in trust, initiative, and intimacy. Implications for programming and intervention are presented as well as recommendations for further research.

ACKNOWLEDGMENTS

I am deeply grateful to Dr. Anne Juhasz who directed this study and was a constant source of inspiration and encouragement. Without her guidance, support, and overwhelming optimism this research would not have been completed. Thanks also to Dr. Gloria Lewis and Dr. Terry Williams who so willingly served as committee members and provided reassurance and motivation. I especially want to acknowledge Dr. Daniel Barnes and Loyola University who granted me a leave of absence to work on this project. A very special thanks is due to the students who agreed to participate in this study. Finally, my appreciation goes to my loving family - my mother and father who always believed in me and helped me believe in myself, my sister, Michele, who encouraged me not to give up, and my sons, Joshua and Daniel who wondered if I would ever finish this research but put up with me in the attempt.

VITA

Sharon Lebo Silverman was born on April 26, 1944 to Aldyce and Gerald Lebo in Chicago, Illinois. She completed her high school education at South Shore High School in 1961 and obtained her Bachelor of Science degree from Indiana University in 1965. As a recipient of a United States Office of Education fellowship she continued her studies at DePaul University, completed an internship at Children's Memorial Hospital and earned a Master of Arts degree in learning disabilities in 1969. In 1988 she was enrolled as a member of Alpha Sigma Nu, the national Jesuit honor society, and was granted a doctorate from the Department of Counseling and Educational Psychology by Loyola University of Chicago in 1989.

Her professional experience includes public school teaching in Michigan City, Indiana, and Glencoe, Illinois, work as a learning disabilities specialist at Mercy Hospital and Medical Center and Skokie School District #68, and teaching at Oakton Community College, DePaul University, and the University of Wisconsin-Parkside. She holds State of Illinois certification in teaching and supervision for grades

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Chapter I

INTRODUCTION

Student retention unto graduation is a primary goal in higher education today. As the population of traditional age college students declines and it becomes increasingly more difficult to finance a college education, special attention is being placed on maintaining the enrollment of students already in college. Not only is it imperative for institutional survival, but colleges and universities also have a responsibility of meeting the needs of students who have been accepted into the educational community. Of particular interest are college students who encounter academic difficulty and are placed on academic probation. These students are at risk for dismissal and represent a real threat to attaining the goal of student retention.

While college students are responsible primarily for their own learning, many take the position that once students are admitted it is the institution's responsibility to provide assistance needed to keep them enrolled (Cross, 1977; Maxwell, 1979). With a philosophy of meeting the needs of both the individual

student and those of the institution, most colleges and universities have developed special programs to help students who are in academic difficulty. These programs are variously designated learning assistance centers, academic support services, and academic counseling, to name a few.

The structures and types of services offered to assist students performing poorly vary, but they generally include individual counseling, tutoring, study skills sessions, and peer group support. It is not the purpose of this study to examine the nature of special assistance offered to students in difficulty. These programs are already well known, and their designs are necessarily diverse to meet the unique needs of individual institutions. Rather, this study seeks to investigate the phenomenon of students in need of help, specifically those placed on academic probation who reject help when it is offered.

Need For The Study

Paradoxically, students who most need help in order to succeed academically are often reluctant to accept it. If help is rejected and students continue to experience academic failure, both the needs of the

student and the retention goals of the institution are in jeopardy. Student investment in time, money, and personal commitment is at risk as is the institution's investment in providing an environment for the achievement of educational goals - specifically, the attainment of a college degree. In addition, society's need for a more fully educated populace may be compromised when these students fail to succeed.

The phenomenon of help rejection is not new. It has been observed in many situations including educational, medical, and health related settings. Research on help-seeking behavior has focused on self esteem, ethnicity, sex differences, and preferences of help-giving sources. Yet, there has been no specific focus on help-seeking behavior in students on academic probation. Even though general findings in relation to help-seeking may apply to these students, it is important to study them directly to discover the particular characteristics of this population and to relate these findings to their help-seeking or, more accurately, help-rejecting behavior.

In summary, being placed on academic probation is indeed a serious situation for a college student. The

consequences of rejecting help and the subsequent likelihood of remaining on academic probation is threatening to the student's educational survival. A better understanding of the characteristics and dynamics of the academic probation student who rejects help could lead to more effective approaches in dealing with this phenomenon.

Theoretical Framework

The theoretical framework for studying students on academic probation who reject help is based on the human motivation theory of Abraham Maslow (1954) and the developmental stage theory of Erik Erikson (1963). Maslow's theory focuses on needs and the degree to which they are satisfied, and Erikson's theory is concerned with the resolution of conflicts. While needs and conflicts are present in all people, students who have experienced academic failure may be particularly prone to problems in other areas of their lives as well. This has not been verified, but it is the goal of this study to investigate this question to determine if and just how much unmet needs and unresolved conflict may contribute to help-rejecting behavior. Some studies of students on academic probation cite lack of motivation

and inability to concentrate as factors interfering with performance (Altmaier, 1983). The factor of motivation leads to the consideration of Maslow's human motivation theory. This theory provides a structure for examining basic needs, the satisfaction of which may be related to help-rejecting behavior. The factor of poor concentration leads to the consideration of Erikson's theory and the possibility of interference from unresolved conflicts contributing to the behavior of these students.

The use of an eclectic approach to guide this study helps increase the explanatory power of the data collected. No one theory can fully account for the many complex behaviors of human beings. Therefore, the combination of constructs from Erikson and Maslow strengthens the interpretation of material gathered.

Maslow's Theory. Maslow's theory is based on human needs. A need theory is usually classified under the heading of motivation and is particularly useful in describing, explaining, and hopefully even predicting behavior. Briefly described, needs are seen as deficit states. These deficit states (needs) can be reduced or eliminated by attaining a goal. Therefore, an

individual in a deficit state is often driven to activity designed to reach a goal which will reduce the need. To complicate the situation, in humans the need may not always be conscious, the goal may be difficult to reach or unattainable, and one need may be in conflict with another.

When one learns about a person's needs and his/her order of priority, a great deal is known. If one also knows how an individual goes about getting his/her needs met even more is known. Finally, if one can identify some major oppositions or conflicts among needs, this information can be used to more fully understand the person and the stresses experienced and ultimately describe and better explain observed behavior. Maslow's hierarchy of needs provides the structure for viewing human behavior from this perspective.

Maslow's view of man is a positive one. He believed that motivation for behavior is initiated out of a desire to meet basic needs and not from an impetus to avoid pain or reduce tension. Maslow saw man as a being striving for growth, happiness, and satisfaction and believed that all human behavior is directed toward this end. Man is seen as basically good and motivated

to behave so that his/her very most basic needs are fulfilled and subsequently directed toward gratifying needs for growth and expansion.

Maslow held that human needs are arranged hierarchically according to potency and priority. The lower needs are stronger and take precedence over the higher ones. Only when the lower needs have been at least partially fulfilled can a person begin to experience the higher needs, those of self-actualization. The hierarchical arrangement of needs in Maslow's theory is as follows:

Maslow's Hierarchy (Lowest To Highest).

Physiological Needs. The need for relief from thirst, and hunger; need for sleep; need for sex; need for relief from pain and physiological imbalances. This is the most potent need and the least significant for self-actualization gratification.

Safety Needs. The need for security; need for protection; need for freedom from danger; need for order; need for predictable future. These needs are all concerned with preserving the status quo. If the physiological needs are not overriding for an individual then the safety needs become primary and sometimes the

safety needs can become associated with fear: fear of the unknown, fear of loss of control, fear of weakness. Sometimes there is a tendency to overvalue the safety needs. When this happens the person becomes obsessed with insuring security.

Love/Belonging Needs. Need for friends, need for companions, need for a family, need for identification with a group, need for intimacy with a member of the opposite sex. In order for these needs to be met there must be a certain degree of gratification of the physiological and safety needs. Throughout life, the love and belonging needs take different forms. In the adolescent and young adult they take the form of desiring respect, understanding, and appreciation in addition to desiring intimacy with a loved one and experiencing strong emotional involvement.

Esteem Needs. Need for respect, need for confidence based on good opinions of others, need for admiration, need for self confidence, need for self-worth, need for self-acceptance. These needs basically fall into two groups - one relating to self-esteem and the other related to the opinions from others in the form of reputation, status, and success.

If the esteem needs are not sufficiently fulfilled, the growth needs of self-actualization are often not addressed.

Self-Actualization Needs. The actualization needs suggest active behavior while the lower needs imply the fulfillment of a deficit ("need to" vs "need for"): The need to fulfill one's personal capacities, need to develop one's potential, need to do what one is best suited to do, the need to grow and expand - to discover truth, create beauty, produce order, and promote justice. These needs are very unique in each individual. In order for these growth needs to be activated, the more basic needs must have been met to such a degree that the individual is free to devote energy to them.

Even though they are not formally included in Maslow's hierarchy, the need to know and understand is also addressed in this theory. In his book, Toward a Psychology of Being (1968), Maslow discusses the need to know and the fear of knowing. This is particularly relevant to the student who rejects help in that this behavior may also be seen as related to fear of knowing. According to Maslow, fear of knowing is defensive in

that it is a protection of one's self-esteem. "We tend to be afraid of any knowledge that could cause us to despise ourselves or to make us feel inferior, weak, worthless, evil, shameful...A status of weakness or subordination, or low self-esteem inhibits the need to know." (Maslow, pp. 60 and 63, 1968) Since, according to Maslow, curiosity and exploration are higher needs and dependent upon at least partial gratification of lower needs such as safety, one might expect the student who is failing and not seeking help to potentially have a set of lower needs which are not sufficiently fulfilled.

In addition to connecting fear of knowing to protection of self-esteem, Maslow also related avoidance of knowledge to avoidance of responsibility. "We can seek knowledge in order to reduce anxiety and we can also avoid knowing in order to reduce anxiety... Knowledge and action are very closely bound together... this close relation between knowing and doing can help us to interpret one cause of the fear of knowing as deeply a fear of doing, a fear of the consequences that flow from knowing, a fear of its dangerous responsibilities. Often it is better not to know,

because if you did know, then you would have to act"
(Maslow, p.66, 1968).

Seeking help can be seen as seeking knowledge about oneself or at least about the situation of difficulty. Help-rejecting behavior can be seen as part of the dynamic of avoidance of knowledge, as avoidance of responsibility, and protection of self-esteem.

The hierarchy of needs theory is particularly appropriate to this study. Maslow's view is an optimistic conception of human behavior. It focuses on man's natural tendency toward growth, excellence, and satisfaction, and the hierarchical need structure allows for the interpretation of observable behavior along a continuum. Maslow's work in fear of knowledge and avoidance of responsibility is also very applicable to the population under study.

Erikson's Theory of Psychosocial Development

The psychosocial theory of human development emphasizes the importance of social relationships across the life span. The characteristics of these relationships and the type of human interaction at specific times in a person's life help account for variations in development and the emergence of

individual differences. The psychosocial theory of human development provides a structure for studying the problem of help-rejection in academic probation students in that it gives a framework for viewing this behavior from the perspective of social relationships and the conflicts which occur within them.

Erikson's theory is built on Freud's psychosexual and instinctual stages but goes beyond this to emphasize personality growth as an outcome of social factors. Erikson contends that major conflicts in life are due not only to sexual frustrations but also result from oppositions between individual needs and limitations of the culture. It is the way the individual resolves these conflicts that helps determine personality characteristics.

According to Erikson, the major problems one faces in life are seen as basic conflicts. Throughout life there are stages of development along a continuum each of which is characterized by a major conflict which must be resolved. Each conflict presents a major task to be accomplished. Successful mastery of the task results in a strengthened ego while failure in the task means the ego will be more vulnerable to the demands of conflicts

in later stages. Erikson's theory includes eight stages of development with a major conflict in each stage and hypothesized outcomes of success and failure in conflict resolution.

Definition of Terminology (Erikson's Stages)

Stage One. Trust vs Mistrust. The successful resolution of this conflict results in the establishment of trust or a sense of being acceptable, being good and loveable. The person feels "good and all right" and acceptable to others. This conflict is first experienced from birth to age one.

Stage Two. Autonomy vs Shame and Doubt. The achievement of autonomy in this stage is characterized by a feeling of confidence in one's own abilities, willfulness, and cooperation. The autonomous person will demonstrate courage, self control and will power. Lack of autonomy results in feelings of inadequacy and self doubt. This stage occurs primarily between ages one and three.

Stage Four. Industry vs Inferiority. The achievement of industry in this stage is characterized by the acquisition of skills and knowledge so that the individual has a sense of duty and accomplishment and

feels a sense of competence. The person is task oriented and task identified. Unsuccessful resolution results in inferiority characterized by poor work habits, avoidance of competition, and a possible sense of futility. This stage normally occurs between ages six to eleven.

Stage Five. Identity vs Role Confusion. With the achievement of identity in this stage, the individual gains a knowledge of self with a conviction to "become the way he is" and feel that society sees him this way. He/She feels integrated and at one with him/herself. Conversely, the unsuccessful result of role confusion finds the person self-conscious and confused along many dimensions including authority, values, time, and even sex. This stage normally occurs between ages twelve and twenty.

Stage Six. Intimacy vs Isolation. Intimacy achieved in this stage is known as the ability to love and possess the qualities of compassion, empathy, identification, reciprocity, and mutuality. The person who develops intimacy feels tenderness toward another, shares personally, and is able to take the position of the other person and accept his/her views. He/She has a

real capacity to commit self to someone else. The unsuccessful outcome of this stage is isolation where the person avoids closeness, becomes alone, and may develop particular character disorders. The normative age level for this stage is early adulthood.

Erikson's last stages, seven and eight, are not pertinent to this study in that they deal with middle and late adulthood and encompass conflicts not within the range expected for the population under study.

Each of Erikson's stages presents a crisis in development where a problem must be confronted and overcome. Mastering a conflict increases the strength of a person's ego while failure increases its vulnerability. It is particularly useful to study the help-rejecting student from the perspective of these stages, the conflicts within them, and the degree to which the conflicts are resolved. Understanding the psychosocial development of individual students under study can help to describe and possibly explain their lack of help-seeking behavior.

Research Questions

The purpose of this study is to answer the following research questions:

1. Do certain basic identified needs emerge which relate to academic probation students' rejection of help?

2. Is there a profile of factors related to psychosocial development and conflict resolution which characterizes students on academic probation who reject help?

Purpose of Investigation

The purpose of this study is to identify problem areas and levels of psychosocial development in students on academic probation who reject help. Results of this study could increase understanding of this population and the phenomenon of help-rejection. This, in turn, could lead to establishing more effective ways of meeting the needs of these students and subsequently the needs of colleges and universities who wish to keep their students enrolled.

Procedure

Subjects: The subjects of the study will be students on academic probation who are offered help but fail to respond to at least three separate offers of assistance. The three separate offers will include (1) a letter from the Dean informing the student of help

available, (2) a letter from the university's learning assistance coordinator referring to the Dean's initial letter and inviting the student to come for help, and (3) a phone call from the learning assistance coordinator setting up an individual meeting with the student. Further contact will be made for at least one semester with those who fail to respond to the approaches above. They will then be invited to participate in this study for one session with the understanding that acceptance of help from the learning assistance program is not a requirement of participation. The students who agree to participate will be the subjects of this study.

Instrumentation

Two formal instruments will be used to collect data in addition to a personal interview following a structured interview format. The instrumentation will include the Mooney Problem Checklist (MPCL), College Form (Mooney & Gordon, 1950) and the Erikson Psychosocial Inventory (EPSI), (Rosenthal, Gurney, & Moore, 1980). The interview format and system of analysis will be designed specifically for this study.

Even though the MPCL is over 30 years old, it has

been found to be very applicable to students in college today (Lance, Lourie & Mayo, 1979; Sagaria, Higginson, & White, 1980; Shueman & Medvene, 1981). The MPCL is not a test but a self-report inventory containing a list of 330 problems organized into eleven different categories of 30 problems each. The eleven categories of problems very closely approximate the different levels of identified need in Maslow's theory. For this study, a separate panel of readers will examine the MPCL categories and assign matching levels of need from Maslow's theory to each MPCL category. This will be more fully discussed in Chapter III. The interpretation of the results from the MPCL will be approached from the identified relatedness between the Mooney categories and Maslow's levels of need.

To complete the MPCL the individual first reads the list of items and indicates which are problems. A second reading of the identified problems is made, and the person indicates which of those are serious. The result is a census count of items checked as problems by the individual. There is no "test score". As in other studies using the MPCL (Koplik & Devito, 1986; Mayes & McConatha, 1982), no differentiation will be made

between problems and serious problems. Any problem identified will be considered only as a problem with no attempt to analyze degree of severity.

The Erikson Psychosocial Inventory (EPSI) is based on the developmental life-span theory of Erik Erikson. The inventory consists of six subscales, each one corresponding to one of the first six stages of Erikson's theory. Altogether there are 72 items, twelve in each subscale, to which the respondent must indicate a degree of likeness to oneself on a five point Likert Scale. The EPSI measures degree of conflict resolution associated with each of the first six Erikson stages, and the tabulated results of the inventory form a set of total averaged points for the individual for each of the six subscales: trust, autonomy, initiative, industry, identity, and intimacy. Interpretation of the EPSI results will be focused on help-rejecting behavior as it relates to degree of conflict resolution in each of the six stages.

Finally, the instrumentation in this study will include a structured interview format which, along with the EPSI, will be fully discussed in Chapter III. The interview results will be used to help determine more

fully the detailed nature of concerns presented in the checklist and survey responses. The structured interview will consist of a set of guiding questions constructed around topics covered in the Mooney Problem Checklist, need categories of Maslow's theory, and conflicts present in each of Erikson's stages. In addition to guiding questions, a list of follow-up probes will be used by the interviewer. The structured interview will be tape recorded and later typed in a verbatim transcription.

Data Collection

All data will be collected in one session in the Loyola University Counseling Center. The subjects will complete the Mooney Problem Checklist and the Erikson Psychosocial Inventory and will meet individually with a trained interviewer for a personal tape-recorded interview using a structured interview format designed specifically for this study.

Data Analysis

Qualitative analysis will be used with the data collected. Using a case study approach, data collected from each of the subjects will be classified according to a categorical system based on the theories of Maslow

and Erikson. Inductive analysis focusing on patterns and themes emerging from the data will be the main process of interpretation. A typology will be formulated and related to explanation of help-rejecting behavior of academic probation students.

Summary

The purpose of this study is to investigate the phenomenon of help-rejecting behavior in college students on academic probation. The theories of Erikson and Maslow provide the framework for analyzing and interpreting data collected. A self-report inventory (Mooney Problem Checklist) and questionnaire (Erikson Psychosocial Inventory) will be used as well as a structured, tape-recorded individual interview. Data will be analyzed using qualitative methods centering on case study formats with an emerging typology related to help-rejecting behavior in a college student population.

Chapter II

REVIEW OF THE LITERATURE

Chapter II presents a review of the literature about students on academic probation and literature on help-seeking. No study was found addressing both the topic of academic probation students and help-seeking or help-rejecting behavior. Nor was any literature found on Psychosocial Stage Inventory, a relative new instrument (1980). Therefore, the literature review will focus separately on three bodies of work:

(1) college students on academic probation, (2) studies on help-seeking, and (3) relevant studies using the Mooney Problem Checklist.

Research Related To Students On Academic Probation

Investigations of students on academic probation have focused on many different topics including prediction of probationary status and effects of special intervention programs. None of the investigations specifically researched the college student on academic probation with attention to personal and psychosocial factors related to acceptance or rejection of help.

Prediction of Academic Failure and Probationary Status.

One of the main areas of research on academic

probation focuses on the prediction of students who will fail and be given probationary status. Studies related to prediction of academic failure are pertinent to this investigation in that these studies have focused on characteristics of successful and unsuccessful students. These characteristics are important in the consideration of emerging factors related to help-rejection and the student on academic probation. While the purpose of studying factors predictive of academic failure is primarily to better design programs of a preventive nature to assist students at risk, the outcomes of these studies have yielded important descriptive data useful in the study of help-rejection. One study at the University of Wisconsin - Stevens Point (1973) found that the use of the Omnibus Personality Inventory (OPI) could be used to identify potential problem students. The findings yielded results which indicated that successful college students tend to have broad general interests, conservative religious convictions, and cooperate with authority figures instead of rebelling. Unsuccessful college students, therefore, did not possess these characteristics.

Richards-Smith (1987) studied the usefulness of

college entrance exam scores in predicting whether students would be placed on academic probation. Findings of this research indicated that American College Testing (ACT) and the Scholastic Achievement Test (SAT) scores did not predict whether students were placed on probation. Investigation of responses of these students who were placed on probation showed that they understood the probationary policies but did not follow them. Recommendations from the research included (1) continuation of recruitment policies with a wide range of college entrance exam scores, and (2) the expansion of academic support services.

In an attempt to discover whether transfer students are more likely than non-transfer students to be placed on academic probation, Graham and Dallam (1986) found that community college transfer students were more likely to be on academic probation than non-transfer or "native" university students. However, they were no more likely to be on probation than any other type of transfer students.

In his study of early identification of college students of potential high academic risk, Shreffler (1978) found high risk students to have a poorer

self-image, to perform lower on ACT tests, to receive lower grades, and to view school as "less than adequate for their needs." Data for this study was collected from student responses on the American College Test (ACT) Student Profile.

In summary, these studies predicting academic failure in college students have found (1) questionable usefulness of college entrance exam scores, (2) greater incidence of academic probation among community college transfer students than non-transfer students, (3) poorer self-image in students of high academic risk, (4) less cooperation with authority, (5) lack of broad general interests, and (6) lack of conservative religious beliefs among problem students.

Effects of Policies and Intervention Programs as Treatment for Students on Academic Probation

While the nature and effectiveness of intervention programs is not the focus of this study, a review of the literature on this topic is valuable in that it provides additional background information about the student on academic probation and the student's responsiveness to assistance offered.

Johnson (1986) studied the effects of an academic

advising program for freshmen placed on probation. A special advising program was designed to assist freshmen experiencing academic difficulty and to reduce the attrition rate of these students. A group of eighteen freshmen on academic probation participated in the special advising program and preliminary results showed all of the eighteen students who fully participated in the program obtaining satisfactory academic standing at the end of one semester. Only forty percent of the non-participants were achieving acceptable grade point averages in the same time period. Mention is made of follow-up contacts, including letters and telephone calls to students who failed to respond and participate in the program.

Sappington (1981) developed a self-directed study skills program for students on probation. In order to ensure participation, the students were paid to participate in the project. Results of this intervention program showed that students who were given instruction in self-control and learned the use of self-administered behavior modification techniques improved their total study time and increased their grade point averages.

Group counseling assistance has also been shown to improve the grade point averages of students on academic probation. Dessent (1964) found that students on probation who experienced a set of unstructured group counseling sessions significantly improved their grade point averages over those students who did not participate. In addition, the participants were also observed to improve in appearance and dress, to begin joining clubs, to increase dating, to find part time work, and in some cases to improve family relationships.

In summary, the literature supports the notion that students who do participate in intervention programs of various types do tend to improve academically. However, the recurring themes of lack of participation (Johnson, 1986) and the need for special incentives to achieve participation (Sappington, 1981) are present and continually return attention to the problem of lack of responsiveness of students on academic probation to assistance offered.

Participation in Assistance Programs

The literature review reveals only one study which specifically investigated program participation and students on academic probation. Cuvo (1986) studied the

effects of appointment making and information variables on appointment compliance by students on probation. The results of the study showed that there was greater compliance when appointments were set for students rather than having the students make their own appointments. "The efficacy of stronger contingencies, such as appointment setting, is consistent with past research, which has suggested that authoritarian letters were more effective than friendly letters" (Miller, 1981). The results of this study led to the recommendation that appointments should be set for students in order to increase the likelihood of participation.

Needs of Students on Academic Probation

In an effort to increase participation in assistance programs through a better understanding of what students need, Altmaier (1983) conducted a needs assessment of liberal arts students on academic probation. The seven most prevalent factors cited as interfering with academic performance were (1) poor study habits, (2) failure to keep up in coursework, (3) lack of discipline or motivation, (4) lacking interest in required courses, (5) not scheduling time wisely, (6)

uncertainty over career goals, and (7) inability to concentrate. Of those students who responded, more than half reported that the experience of being placed on academic probation "further interfered with their academic performance, relationships with others, and self-esteem." Again, however, there was a very low response rate to the needs assessment survey which gives further impetus to the need to study the phenomenon of lack of responsiveness in the academic probation student population.

Research Related To Help-Seeking

The concern with lack of responsiveness and low levels of participation in assistance programs leads to a review of literature in help-seeking. Literature in help-seeking focuses mainly on characteristics of those who seek help and factors of self-esteem, ethnicity, sex differences, and preference for different help-giving sources. While mention is made of the problem of those who do not seek help, not one study was found which specifically investigated help-rejection (rejecting help offered) in any population. Furthermore, the literature contains no studies about students on academic probation and help-seeking although references are made to the

problem of low response rate in this student population. Therefore, the expression "help-rejection" is a newly created term, not found in previous studies, but devised for use in this research. The use of the term "help-rejection" will clearly make the distinction between those who do not seek help, which is discussed in the literature, and those who reject help when it is offered.

Friedlander (1980) conducted a study to discover if students who were not confident of their academic ability took advantage of college support services and to discover what reasons low confident students gave for not using a support service. This study showed that "...despite efforts to provide students with support programs...the majority of those who can profit most...are not taking advantage of these programs." Students' main reasons for not using a support service were "not feeling a need for it" or "having no time for the service."

Help-Seeking and Self-Esteem. Self-esteem factors have received the most attention in research on help-seeking. The variable of self-esteem has been shown to be a very important variable in the willingness

or unwillingness to seek help.

It has been found that students may view acceptance of help as an admission of past failure and refuse to seek help in order to maintain self-esteem (Rosen, 1983; Shapiro, 1978; Tessler and Schwartz, 1972). Others relate failure to seek help to fear of failure. Seeking help is seen as a "double-edged sword", being important for future success but risky for self-esteem if the student tries and fails again. It may, thus, be safer not to try than to risk trying and failing (Covington and Omelich, 1979).

There are two prevailing views concerning self-esteem and help-seeking. One is termed the "vulnerability hypothesis" which suggests that individuals may be unwilling to seek help because, as stated above, the very act of help-seeking highlights weakness and is threatening to self-esteem. The other view is the "consistency hypothesis" which suggests that individuals with high self-esteem will be less likely to seek help because of their positive self conceptions. Most of the research literature tends to support the consistency theme (Nelson-LeGall, 1986).

Tessler and Schwartz (1972) found that college

students with low self-esteem sought help sooner and more frequently than high self-esteem students. One of the reasons given for the lower incidence of help-seeking in high self-esteem individuals is related to the notion of reciprocity. It is believed that high self-esteem individuals are less likely to seek help because if they are unable to reciprocate, this will conflict with their self-conceptions of independence and self-reliance.

The research in self-esteem and help-seeking has not focused on problems of academic performance or personal difficulties. Instead, studies have centered on help-seeking behavior related to non-academic endeavors such as stock market investment tasks (Fisher and Nadler, 1976) or decisions about the mental disorders of others (Tessler and Schwartz, 1972). Because of the nature of these studies, "extreme caution must be exercised in drawing inferences...about the relationship between level of self-esteem and help-seeking in educational settings." (Nelson-LeGall, 1986)

Lastly, in relation to research on help-seeking and self-esteem, Nelson-LeGall (1986) points out an

important limitation concerning assumptions made about the relationship between self-esteem and achievement:

"The self-esteem formulations of help-seeking focus on the potential negative effects of help-seeking for the individual's self-concept of ability, which in turn is apparently assumed to detract from task performance. Help-seeking is assumed to lower self-esteem because it implies the individual cannot succeed without help, and perhaps not even with help. These perceptions are thought to further decrease expectations for successful task performance, increase concern over evaluation, and further distract the individual from the task causing lower achievement. This formulation, however, overlooks data from an alternative causal model advocated by educational researchers (e.g., Calsyn and Kenny, 1977; Harter and Connell, 1982). These recent data indicate that achievement is causally predominant over self-concept of ability and perceived evaluation of others. This finding indicates that increases in achievement should lead to increases in self-concept of ability. If seeking help can enhance learning and achievement, self-esteem specific to one's sense of competence should increase. Thus, higher self-esteem

can be construed as a consequence of help-seeking. Current self-esteem formulations are lacking in explanatory power since help-seeking may be both determined by and a determinant of self-esteem; yet this bidirectionality of effects is usually not taken into account" (Nelson-LeGall, 1986).

In summary, research on help-seeking and self-esteem is limited in its applicability to educational settings for two reasons. First, the investigations have been conducted in non-educational settings with non-academic tasks, and second, the underlying assumptions concerning the relationship between self-esteem and achievement are in question. What is needed to more fully understand the role of help-seeking in learning is attention to the study of the influences of situational and developmental factors as determinants of help-seeking (Nelson-LeGall, 1986).

Help-Seeking and Factors of Attribution and Goals.

Ames and Lau (1982) investigated factors of attribution as they relate to help-seeking. Willingness to seek help was found to be related to students' perceptions of relevance. For example, students who basically believed themselves to be capable of achievement but saw their

lack of performance as related to lack of skills or effort and not attributed to external factors like unfair teachers or bad luck were likely to be willing to seek help.

Ames (1983) also found that when students are oriented toward learning goals, help-seeking is more likely to occur. This is in contrast to the situation where students are oriented toward performance goals. In this case, help-seeking is less likely to occur in that it may focus attention on an individual's inability to perform.

Executive and Instrumental Help-Seeking. Nelson-LeGall (1981) makes the distinction between two kinds of help-seeking. Executive help-seeking is defined as behavior learners exhibit when they go to someone to help them solve a problem or attain a goal for them. These learners are more interested in the outcome than in the process involved. Instrumental help-seeking is defined as behavior exhibited by learners when they seek assistance on how to solve a problem or improve a situation. Contrary to executive help-seeking, the emphasis is on process, not on outcome.

Instrumental help-seeking is seen as mastery

oriented behavior and is generally superior to executive help-seeking in that it involves the learner and contributes to the development of independence. In fact, it has been argued that instrumental help-seeking contributes to achievement motivation (Ames, 1983; Nelson-LeGall, 1981).

Instrumental help-seeking has been shown to be positive and adaptive across the age span well into adolescent and adulthood years. The more experience and knowledge an individual acquires, the more likely one is to realize when seeking help is likely to be useful. Therefore, as one matures instrumental help-seeking remains a highly desirable behavior and needs to be encouraged.

Learning Help-Seeking Skills. There is a body of literature which focuses on the development of help-seeking skills and the factors involved in learning how to seek help. First of all, one must be aware of the need for help. The ability to recognize the need for help is related to both maturation and experience. Nelson-LeGall (1986) states that immature and younger learners generally ask for help in a very general or global manner, while mature and older learners are

likely to request help that is specific and limited in scope.

After recognizing the need for help, the next step is making the decision to seek help. In research with very young children, it was found that unless learners demonstrated a responsibility for task completion or problem solution, help-seeking was not likely to occur (Gumerman, 1982). Furthermore, even when responsibility for task completion is present the decision to seek help may not take place because of concern about becoming indebted to the helper and admitting to some inadequacies (DePaulo & Fisher, 1980; Greenberg & Shapiro, 1971).

Help-Seeking and Preference for Help-Giver Source.

Following the decision to seek help the individual must then make a decision about where to go and from whom to receive assistance. The literature generally supports the preference for peers and friends as help-givers with personal and social problems as well as with many academic and career related difficulties (Snyder, et al, 1972; Tryon, 1980). In a study of help-giver preference in college students, Schneider and Spinler (1986) found that friends, parents, and relatives were consistently

preferred help sources for personal-emotional problems. This finding was the same for both sexes and there was no difference found between American and international students.

Help-Seeking Attitudes. Finally, several studies have investigated the effect of attitudes towards seeking help. Fisher and Turner (1970) and Fisher and Cohen (1972) administered the Attitudes Towards Seeking Professional Psychological Help Scale and found more favorable attitude scores among more educated, Jewish, and female subjects. Cash, Kehr, and Salzback (1978) found that individuals with more favorable attitudes toward seeking help also had more "positive perceptions of the counselors' expertise, trustworthiness, regard, empathy, genuineness, and helpfulness."

It has also been found that global attitudes, such as having a psychological readiness to seek help or having relatives with positive attitudes about psychotherapy, strongly influence college students' decisions to seek help (Greenley and Mechanic, 1976). This finding, however, is questioned by Bosmajian and Mattson (1980) who found that attitudinal variables were not good predictors of help-seeking and that level of

personal adjustment was more significantly related to help-seeking behavior. In conclusion, it has been found that attitude alone toward help-seeking is not predictive of the tendency to seek help.

Help-Seeking and Sexual Differences. The relation between sex and help-seeking attitude is inconclusive. Many studies have found that women have a greater willingness to seek help and have more favorable attitudes about counseling than men (Hummers and deVolder, 1979; Cook et al, 1984). However, other studies have found no differences between sexes in relation to help-seeking (Christensen and Magood, 1974; Parish and Kappes, 1979; Snyder, Hill, and Derksen, 1972).

Research Related To The Mooney Problem Checklist

In order to identify problems commonly experienced by college students, the Mooney Problem Checklist was developed in the 1950's. Even though this instrument is over thirty years old, it is still appropriate for identifying college student problems. The identification of problems from the Mooney Problem Checklist can be helpful in better understanding the needs and behaviors of the college student population.

Koplik and Devito (1986) used the Mooney Problem Checklist to compare problems of freshmen in the classes of 1976 and 1986. A summary of their findings is as follows:

Health and Physical Development (HPD). 1986 students were more concerned about being overweight and not getting enough sleep, exercise, outdoor air, or sunshine. In both classes there were more women than men who were concerned about being tired much of the time.

Finances, Living Conditions, and Employment (FLE). 1986 students evidenced more concern about financial problems than students in the 1976 class.

Social and Recreational Activities (SRA). More students in the 1986 class indicated concern about personal appearance and not having enough time to themselves. In both classes, more men than women felt awkward making a date, and more women than men wanted to improve themselves and to travel.

Social-Psychological Relations (SPR). For both classes, more women than men felt too easily hurt and complained of speaking without thinking. In the class of 1976, more women than men complained of loneliness,

and in the class of 1986, more women felt inferior, and more men wanted to be popular.

Personal-Psychological Relations (PPR). Greater difficulty with laziness and worrying was reported by students in the class of 1988. Women more than men indicated that they were taking things too seriously, were moody, and experienced lack of self-confidence.

Courtship, Sex, and Marriage (CSM). In both classes, more men than women complained about too few dates. In the class of 1986, students were more fearful of losing the one they loved.

Home and Family (HF). All students in the class of 1986 reported more sickness in the family and greater parental sacrifice than students in 1976.

Morals and Religion (MR). Not going to church often enough and wanting to feel closer to God were concerns reported more frequently in the class of 1986. In general, students in the class of 1986 were more concerned with moral issues than religious concerns.

Adjustment to College Work (ACW). Again, students in the class of 1986 indicated more problems in this area. Academic concerns were a primary concern of the 1986 students, many of whom indicated that they felt

unprepared for the demands of college.

Future: Vocational and Educational (FVE). 1986 students were found to worry more over their futures. The most prevalent student problem was "wondering if I'll be successful in life".

In summary, this study found statistically significant results that showed the problems of current college students have changed in the last decade. In addition, men and women are experiencing different kinds of problems.

In another study using the Mooney Problem Checklist, Mayes and McConatha (1982) found the top four problem areas indicated were (1) Adjustment to College Work (ACW), (2) Social-Psychological Relations (SPR), (3) Personal-Psychological Relations (PPR), and (4) Finances, Living Conditions, and Employment (FLE). These rankings were the same for both male and female students.

Finally, using the Mooney Problem Checklist, Domino and DeGroote (1978) made a comparison of counseling seekers and nonseekers. In this study, an exploration was undertaken to discover if there were differences between seekers and nonseekers of counseling at a

university counseling center. The results of the study showed that students who sought counseling did differ substantially in the number of problems checked. Nine of the eleven categories on the MPCL showed a statistically significant difference between seekers and nonseekers. The two areas not significantly different were Finances, Living Conditions, and Employment (FLE) and Curriculum and Teaching Procedure (CTP). The lack of statistical significance for the finance area was attributed to the particular sample in the study.

Summary

The literature review focused on two separate bodies of work: (1) college students on academic probation, and (2) studies on help-seeking. In the review of research related to students on probation, studies on prediction of academic failure found (1) questionable usefulness of college entrance exam scores, (2) greater incidence of academic probation among community college transfer students, (3) poorer self-image in students of high academic risk, (4) less cooperation with authority, (5) lack of broad general interests, and (6) lack of conservative religious beliefs among problem students.

Studies on intervention programs for probation students found that students who do participate in intervention programs tend to improve academically. However, lack of participation (Johnson, 1986) and the need for special incentives to achieve participation (Sappington, 1981) was evidenced.

Literature on the needs of students on academic probation cited seven primary factors interfering with academic performance including inability to concentrate, lack of discipline or motivation, uncertain career goals, and failure to have interest in or to keep up in coursework. It was also found that the actual experience of being placed on academic probation interfered with performance, interpersonal relationships, and self-esteem.

Help-seeking studies revealed no studies specifically investigating help-rejection nor any research about students on academic probation and help-seeking; however, references were made to the problem of low response rate in this student population. In regard to this low response rate Friedlander (1980) found that students who lacked confidence in their academic ability tended not to take advantage of support services

available to them.

The largest area of research in help-seeking is concerned with self-esteem factors. Some studies found that accepting help may be viewed as an admission of failure and refusal to seek help may be related to a need to maintain self-esteem. (Rosen, 1983; Shapiro, 1978; Tessler and Schwartz, 1972). The consistency hypothesis of help-seeking and self-esteem suggests that individuals with high self-esteem will be less likely to seek help because of their positive self-conceptions. Most of the literature tends to support this theme (Nelson-LeGall, 1986). Most of the literature in help-seeking and self-esteem centered on non-academic endeavors, and it must be cautiously used in relation to educational settings.

Further help-seeking research revealed that willingness to seek help is related to students' perceptions of relevance (Ames and Lau, 1982). In addition, a focus on learning goals as opposed to performance goals results in greater likelihood to seek help (Ames, 1983). Two kinds of help-seeking, instrumental and executive, have been studied and results have indicated that instrumental help-seeking,

seeking assistance on how to solve a problem, is generally superior to executive help-seeking, going to someone to solve the problem for them. As one matures, instrumental help-seeking remains a highly desirable behavior and needs to be encouraged. The ability to recognize the need for help is related to both maturation and experience. (Nelson-LeGall, 1986).

When choosing help-givers the literature generally supports the preference for peers and friends. Schneider and Spinler (1986) found that college students preferred friends, parents, and relatives as help givers. Studies on attitude and help-seeking showed that global attitudes such as psychological readiness to seek help influenced college students' decisions to seek help (Greenley and Mechanic, 1976). However, other studies found that attitude alone toward help-seeking is not predictive of the tendency to seek help. Lastly, studies on help-seeking and sexual differences have been inconclusive. Some studies found that females have a greater willingness to seek help while others found no differences between the sexes.

Finally, a study using the Mooney Problem Checklist (MPCL) compared problems of freshmen in two classes,

1976 and 1986 (Koplik & Devito, 1986). The results showed that the problems of current college students have changed in the last decade and that men and women are experiencing different kinds of problems. Another study using the MPCL (Mayes & McConatha, 1982) found these four top problem areas among college students: (1) Adjustment to College Work (ACW), (2) Social-Psychological Relationship (SPR), (3) Personal-Psychological Relations (PPR), and (4) Finances, Living Conditions, and Employment (FLE).

Chapter III

Methodology, Instrumentation, & Procedure

Introduction

Academic failure exists at all colleges and universities, and systems of academic probation are most commonly devised as readily accepted means of dealing with this problem. At Loyola University of Chicago a very detailed plan of academic probation has been established which includes varying levels of warning and restriction and serves as a major form of treatment for students who fail to achieve. Subjects for this study were selected from the population of students at Loyola who were placed on some form of academic probation. This chapter describes the method of subject selection, the instrumentation used for data collection, and the methodology of data collection and analysis.

Background

Subjects for this study were students on some form of academic probation in the College of Arts and Sciences at Loyola University of Chicago. Loyola University is a Jesuit, Catholic, private, and urban university. The majority of Loyola's freshmen rank in the upper quarter of their high school graduating class

and scored well above the national average on the ACT or SAT college entrance exams. Most of the 6,000 undergraduates come from the Chicago area, but there is student representation from forty-six states and nineteen foreign countries.

The curriculum at Loyola includes forty-three undergraduate majors and a strong core curriculum required of all undergraduates. The core curriculum includes fifty-one semester hours of required coursework distributed among communicative and expressive arts (3 hours); history (6 hours); literature (9 hours); mathematics (3 hours); natural science (6 hours); philosophy (9 hours); social science (6 hours); and theology (9 hours). In addition, in order to graduate from Loyola all students must successfully complete two courses in writing, and it is expected that these courses be taken in the freshman year.

The College of Arts and Sciences at Loyola normally enrolls only full-time students seeking a bachelor's degree., and ordinarily a full-time load is 12 to 18 hours. The office of the Academic Dean of the College of Arts and Sciences has several academic deans available to all students throughout the year for

counseling on any aspect of their academic program. Students may consult a dean concerning academic problems which cannot be solved at the department level, but all students must obtain a departmental advisor to receive counseling in the major and to ensure that all major requirements are satisfactorily met. Students who have not formally declared a major consult the dean's office and meet with the Dean for Undeclared Majors.

Determinants Of Academic Probation

Loyola's system of academic probation is tiered so that students who first experience failure are contacted and treated differently from those who have encountered failure over a period of successive terms. The levels of probationary warning range from the least restrictive condition of an initial letter of concern to the most serious state of academic probation with contract and registration encumbrance. In all cases of probation, however, students are told in writing and again in individual meetings with the dean that help for improving grades is available from the learning assistance program in the Counseling Center.

The following description of academic probation at Loyola outlines the determinants of each status level.

Basically, any student who has not earned an academic average of 2.0 or better (on a 4.0 scale) for the preceding semester, and whose cumulative or overall grade point average for all college work attempted to date is below 2.0 is not considered in good standing and is a candidate for some form of academic probation.

At the end of each grading period the dean reviews the records of all students whose overall semester grade point average has fallen below 2.0. Letters of official concern are sent to those whose overall average is above 2.0 but whose work during the currently completed semester has been below the minimal standard. This letter of concern is not considered an official form of academic probation but serves to put the student on alert.

A student is placed on probation when his/her overall grade point average falls below 2.0. During the period of academic probation the following sanctions are in effect: the student cannot graduate, cannot transfer between schools within the university, and cannot represent the university in any school sponsored activity. Also, while on academic probation, the student may not register for more than 12-15 credit

hours. When a student is placed on academic probation he/she receives a letter from the academic dean outlining the conditions of this status. In addition, the letter offers the student the opportunity to meet with the dean to discuss the situation and informs the student of resources in the Counseling Center. As soon as a student raises his/her cumulative grade point average to at least the 2.0 level he/she is removed from academic probation and receives a congratulatory letter from the dean.

Those students who make progress but still do not achieve a 2.0 cumulative grade point average may be continued on probation. These students receive a letter from the dean expressing encouragement and the continuation of the probationary status. Those students who show little or no evidence of improvement may also be continued on probation, but the dean will require that before registration the students meet with the dean. Their registration will be denied unless they do so. Reasons for encumbered registration are specifically outlined in a letter to the student. In this letter the student is informed about the counseling program for students on academic probation and that

participation in this program is part of a contract the student must sign with the dean before registering. Students who fail to respond to the dean are then dropped for poor scholarship and must leave the university for at least one year before applying for readmission.

In spite of the detailed system described above, including the implementation of contracts and specific requirements to seek help, most students on academic probation at Loyola do not seek help. In the College of Arts and Sciences approximately 200 students are placed on probation, or continued on probation, each semester. Some of these students do take advantage of peer tutoring in specific subjects; however, each semester never more than 15 have sought help from the learning assistance program designed specifically to assist them.

Subject Selection

For purposes of this study, 75 of 200 students on academic probation in the College of Arts and Sciences were selected to receive a maximum of three invitations to participate in a special program designed to assist them. The rationale for selecting 75 students is described below. The program was named ACES (Achieving

Collegiate Excellence Seminar) and consisted of regular, weekly, one-hour group meetings facilitated by a learning assistance counselor which focused on goal setting, study skills, motivational activities, and achievement monitoring.

There were several reasons for inviting only 75 students to participate in ACES. One reason was directly related to the availability of resources. It was known that students on academic probation tend to reject help, so there was not a high expectation for student response. The resources available for the ACES program were sufficient to accommodate no more than 15 students, and it was anticipated that contacting 75 students would result in a response rate of approximately 20% or no more than 15 students. If more students responded, the Counseling Center would be in a position to request additional funding and resources to meet the need. In fact, a 100% response rate would provide evidence for increased institutional support to help these high risk students. Presently, resources for ACES are allocated for the number of students who have responded in the past, and the response has been far below the number of identified students in need of

academic assistance. One of the main goals of the university is to retain students, and the university is committed to expanding and supporting programs designed to help achieve this goal. However, before allocating additional funds it must be shown that the programs will be used by the students for whom they were designed.

Another reason for selecting 75 students was the belief that those students who had been on academic probation for more than one semester and were continued on probation were more seriously in need of help. It was most important to reduce the possibility of their dismissal from the university. Therefore, given the limited resources of the ACES program those students thought to be in most imminent danger of dismissal were selected. Seventy-five students who had been on academic probation for more than one semester were approached in the following manner.

A letter from the dean was sent to each student with information about help available from the learning assistance program and was encouraged to seek help from the learning assistance program in order to improve academic performance and be removed from academic probation. A second letter was sent from the learning

assistance program more fully describing the nature of help offered, outlining the particulars of the ACES program, and insuring the student of confidentiality in receiving help. In this second letter the student was asked to call and schedule an appointment to meet individually with a learning assistance counselor. If the student did not respond to this second letter, a third and final contact was made by having a learning assistance counselor telephone the student with a request to consider the offer of help.

Of the 75 students contacted in this way, five students responded after receiving the two letters and an additional eight sought help following the telephone contact. The remaining 67 students did not respond and did not receive help from the learning assistance program.

After one additional semester following this initial contact, the 67 students who did not respond were approached again. This time, however, the only method of contact was by telephone and the primary purpose of this contact was to ask the student to participate in this study designed to explore possible explanations for help rejection. In this follow-up

phone call a learning assistance counselor asked the student to come in for one two-hour session which would include an interview and completion of some checklists. There was no appeal for the student to participate in any help-giving program although the student was told that help would be available if so desired. The student was informed that the main purpose of this participation was to better understand students on academic probation. Of the 67 students approached, 14 agreed to come for the two-hour session, and these 14 are the subjects of this investigation.

Procedures For Instrumentation And Data Collection

The purpose of this investigation was to explore factors related to help rejection. The needs theory of Abraham Maslow and the psychosocial stage development theory of Erik Erikson led the investigator to examine instruments specifically related to need fulfillment and psychosocial stage development. Chapter I fully outlines the theories of Maslow and Erikson and discusses ways in which these theories appropriately fit the population under study. Instruments such as the Personality Orientation Inventory (1965) and the Myers Briggs Type Indicator (1987) were surveyed since they

attempt to measure personality factors which could be related to the propensity to reject help. These instruments were not used, however, because they do not reflect need fulfillment and psychosocial stage development. Even though academic skills are an important consideration in the study of students on academic probation, no attempt was made to measure academic ability, learning styles, or possession of study skills. The purpose of this investigation was not to discover reasons for poor academic performance but to uncover factors related to help rejection. Therefore, instruments such as the Survey of Study Habits and Attitudes (Brown & Holtzman, 1984), the Canfield Learning Styles Inventory (1976), and standardized tests of reading were not used. While these instruments prove useful in designing programs to help students in academic difficulty they were not suitable for the questions under investigation in this study.

In an attempt to find instruments related to psychosocial stage development several tools measuring development according to Erikson's theory were examined. One scale developed by Constantinople (1969) was dismissed because it was developed for the male college

population and thought to be inappropriate for female college students. Another approach (Ciacco, 1971) involving the telling of stories which are later classified by a panel of judges according to Erikson's first five stages was judged to be unsuitable for the age of the population in this study. Finally, the work of Marcia and the interview used to establish identity status was considered (Marcia, 1966). This was also found to be lacking since it was limited to the stage of identity versus role confusion and failed to yield results across the spectrum of Erikson's other stages. Other inventories drawn from Erikson's framework were examined (Greenberger and Sorensen, 1974; Offer, 1969) but these were not selected because these inventories were primarily results of new models of adolescence developed by the researchers and were thus less closely tied to Erikson's theory.

The Erikson Psychosocial Stage Inventory (EPSI) (Rosenthal, Guerney & Moore, 1981) was selected for several reasons. As a self-report questionnaire it is easily administered. It measures resolution of conflicts associated with the first six psychological stages described by Erikson thus giving a broader

perspective than Marcia's focus on identity. The major advantage of the EPSI is that unlike other measures which focus on one stage of development, it provides information across several developmental stages.

"The Erikson Psychosocial Stage Inventory (EPSI) has six subscales based on the first six of Erikson's stages. Each subscale has 12 items, half of which reflect successful and half unsuccessful resolution of the 'crisis' of the stage. The items are randomly ordered and presented in a questionnaire format suitable for group or individual administration to respondents of about 13 years of age and above. The time required to complete the inventory is approximately twenty minutes. Respondents are asked to check one of five positions from "almost always true" (5) to "hardly ever true" (1) on a Likert rating scale for each item. Scores on each subscale are used to yield a profile of scores for each respondent. This is considered more meaningful than computing an overall "psychosocial maturity" score because the notion of a unitary concept of maturity is inconsistent with Erikson's theory" (Rosenthal, Gurney, & Moore, 1981). Psychometric assessment of reliability and validity yielded acceptable results in both areas.

The Personal Orientation Inventory (POI) (Shastrum, 1965) was modeled on Maslow's theory, but was rejected for use in this study for several reasons. Its purpose is to provide a point of departure for greater client awareness and self-exploration in a psychotherapeutic setting which is not the goal of this study. It focuses on the concept of the self-actualized person giving less direct attention to the lower need levels, and the double statement items force a choice between two extremes neither of which may come close to describing the subject's attitudes or life situation. The Mooney Problem Checklist (MPCL) was examined to determine its suitability and relationship to Maslow's theory. A survey of the 11 problem areas on the MPCL and the five levels of need in Maslow's theory led the investigator to hypothesize a strong relationship between the two. In order to further verify this hypothesis, a matching procedure using Maslow's five levels of need and the eleven areas of the MPCL was developed and presented to a panel of five readers. All of the readers were graduate students in psychology or professionals with psychology backgrounds, and they all had previous knowledge and familiarity with both Maslow's theory and

the MPCL.

Each reader was presented with a copy of the MPCL and a model of Maslow's need hierarchy which specifically outlined the needs associated with each level. The readers were told to read over all the items in the eleven categories on the MPCL and to carefully read the descriptive details in each of the five levels of the need hierarchy. Specifically, the readers examined categories from the MPCL and attempted to determine the existence of possible relationships between the categories and these basic needs: physiological (need for relief from thirst, hunger, pain, need for sleep); safety (need for security, protection, freedom from danger, for order, and for a predictable future); love/belonging (need for friends, a family, identification with a group); esteem (need for respect, admiration, self-confidence, self-worth, self-acceptance); self-actualization (need to fulfill one's personal capacities, to develop one's potential, to do what one is best suited to do). Appendices C, E, G and H detail the categories of the MPCL, the outline of Maslow's needs hierarchy, directions given to the readers, and the chart for recording possible matches

between the MPCL and Maslow's needs.

After examining the MPCL categories and the detailed description of Maslow's varying levels of need, the readers were then asked to perform a matching task by taking each of the eleven categories from the MPCL and selecting a "best match" from one of the five levels of Maslow's need. The readers were told not to consult one another and to work completely alone. If they were unable to decide on one "best match" they could also list a second or third choice for each of the eleven Mooney categories. All the readers were able to complete the matching task and succeeded in selecting a "best match" for each of the eleven categories. The results were as follows:

Table 1

Best Match Between MCPL Category and Maslow Level

<u>MPCL CATEGORY</u>	<u>MASLOW NEED LEVEL</u>
Health and Physical Development	Physiological (1)
Finances, Living Conditions and Employment	Safety (2)
Social and Recreational Activities	Love/Belonging (3)
Social-Psychological Relations	Love/Belonging (3) Esteem (4)
Personal-Psychological Relations	Esteem (4)
Courtship, Sex, and Marriage	Love/Belonging (3)
Home and Family	Love/Belonging (3)
Morals and Religion	Self-Actualization (5)
Adjustment to College Work	Esteem (4) Self-Actualization (5)
The Future: Vocational & Educational	Esteem (4) Self-Actualization (5)
Curriculum & Teaching Procedures	Esteem (4) Self-Actualization (5)

Following this matching task and examination of the results it was decided that the MPCL did indeed relate directly to Maslow's need hierarchy even though its development was not formally based on Maslow's theory. The MPCL was then chosen as the second instrument for use in this study.

Structured Interviews

Finally, it was decided that to further validate the students' levels of need fulfillment and to expand the examination of conflict resolution across developmental stages a structured interview format would be helpful. Questions in the structured interview were constructed so that they related to the six Eriksonian stages, the five Maslow levels of need, and categories from the MPCL. (See Appendices B, E, J, K) For example, in order to probe physiological needs the following questions were included: "What health or physical problems have you experienced? How have you handled these problems?" In order to probe love and belonging needs - "Tell me about your friends. Who are they? What do you do with your friends? How much time do you spend with your friends?" In order to probe conflict resolution in regard to initiative: "What are

your biggest problems in relation to your school work? What are you doing to solve these problems?" The complete structured interview, named the Silverman-Juhasz Needs & Problems Inquiry (Appendix D), consisted of 44 questions with probes and was selected for use in a private, individual setting with subject and trained interviewer.

In summary, the major thrust of this investigation centered on the examination of factors in help rejection behavior. Using the theoretical frameworks of Maslow and Erikson, many instruments were surveyed, and three were selected for use in this research: The Erikson Psychosocial Stage Inventory (EPSI), the Mooney Problem Checklist (MPCL), and the Silverman-Juhasz Needs & Problems Inquiry constructed specifically for this study with consideration given to exploring level of need and degree of conflict resolution.

Procedure: Data Collection

Students who agreed to be subjects for this study made appointments for a two hour session which took place in the Loyola University Counseling Center. The session began with the individual interview where the nature of the research project was again detailed and

the subjects were reassured of the confidential treatment of the information shared. Using the Silverman-Juhasz Needs and Problem Inquiry, the interviewer tape-recorded the session which lasted for approximately one hour. The interviewer also took notes, recording the interview as fully as possible and noting any significant observations.

Following the interview the subjects were given instructions on how to complete the MPCL and the EPSI. They were given these instruments and completed them independently in another room in the Counseling Center. The completed instruments were returned to the interviewer who met again briefly with the student offering gratitude and appreciation for participation. No further contact with the student was requested by the interviewer unless the student was then interested in receiving some assistance from the Counseling Center. If the student was willing to receive help in the form of personal, career, or academic assistance, services were then made readily available.

The 14 subjects in this study were all enrolled as full-time students in the university, and their records were made readily available to the researcher. The

following information was collected for each subject: age, sex, credits earned at Loyola, cumulative grade point average, ACT score (if available), and status of entry into the university (e.g. transfer student, regular admit).

Method of Data Analysis

Qualitative induction was the method of analysis used. In this method, patterns, themes, and categories emerge from the data rather than having been imposed on it prior to collection. The outcome of this qualitative induction resulted in a typology of characteristics found in academic probation students who reject help. This qualitative approach to data analysis is part of the paradigm of naturalistic research which views reality as a complex combination of multiple, divergent, and interrelated factors. Using working hypotheses based on theories such as Maslow and Erikson, the focus of this type of inquiry is on individual differences. This focus does not lead one to discover a single "truth" but instead to find multiple "truths" - a pattern of understanding. This pattern of understanding centers on differences and similarities leading to the development of an idiographic knowledge base focusing on

the understanding of particular cases. In line with this approach, the method of qualitative analysis employed in this study was "case study" analysis (Patton, 1980).

The purpose of case study analysis is to gather comprehensive, systematic, and in-depth information about individual subjects. Illustrative case studies were prepared for eight critical subjects. Preparation of the case studies involved (1) assembling raw data (tabulations from the Mooney Problem Checklist, the Erikson Psychosocial Inventory, and content from interview analysis charts), (2) condensing raw data into a case record, and (3) writing a case study narrative giving a descriptive picture of the subject. In order to prepare each case study the following procedure was employed for content analysis.

Procedure for Content Analysis

Content Analysis Chart. Prior to the collection of interview data, a chart was developed to help organize interview content into a meaningful form which would relate to the guiding theoretical principles of Maslow and Erikson used in this study. This chart (Appendix F) included a column for insertion of significant quotes

and references collected in the interview, columns for each of Maslow's levels of need (physiological, safety, love/belonging, esteem, and self actualization), and columns for six of Erikson's psychosocial stages (trust, autonomy, initiative, industry, identity, and intimacy). This chart was later used by trained readers who made critical decisions about the interview content and its relationship to levels of need and psychosocial stage development.

Interview Data. Using the Silverman-Juhasz Needs and Problem Inquiry, tape-recorded interviews with the fourteen subjects were completed by the researcher. each taped interview was transcribed verbatim into typewritten form. The researcher then read and analyzed each set of typewritten interviews and systematically identified and recorded content included in the interview analysis chart. The selection of content items was determined by the relationship to basic needs and psychosocial conflicts. Usually the items selected took the form of exact quotes or briefly paraphrased statements from the interview. There was no predetermined number of separate content items for selection; however, charts for most subjects included

between twenty and thirty. The researcher read each interview in order as it was presented. Each time an item was selected it was written in a separate box in the interview content column so that the complete set of interview content items was organized in order as each occurred in the actual interview. This helped to give continuity enabling the readers to understand more fully the interview charts as they read and analyzed them.

Selection of Readers. Three readers were selected to read each set of interview charts. Two of the readers were graduate students in psychology in their last semester of study toward completion of a master's degree. One reader was a registered psychologist with a doctorate in psychology. All three readers were familiar with the theories of Maslow and Erikson from their graduate coursework. Even though all readers had a familiarity with these theories, they participated in a training session which reviewed the basic principles of the theories and prepared them to use the content analysis process and the interview analysis chart.

Training of Readers. Each of the selected readers was trained to read and complete the interview analysis charts and to identify the student's main difficulties

in relation to satisfaction of need and stage of psychosocial development. They then familiarized themselves with the eleven categories of problems from the Mooney Problem Checklist, and identified and matched the three most prevalent problem areas as evidenced by the student in the interview. These three problem areas were then ranked in order of prevalence as they were presented in the interview.

First, the readers were given detailed definitions of terms for each of Maslow's five levels of need and Erikson's six psychosocial stages (See Appendices J and K). Readers were asked to read each separate item of interview content and to make two decisions. The first decision was to pick one of the five levels of need related to the content item and to put a plus or minus in the corresponding column. They were told to pick only one level of need and mark only one box. If the content did not match any one of the need levels, nothing was marked. A plus mark indicated that the interview content item signified satisfaction of a particular need level, while a minus indicated an unmet need. The same procedure was used for analyzing content in relation to psychosocial stage. For example, if an

item appeared to indicate successful resolution of conflict in one particular stage (e.g. "You have to meet your own responsibilities" - autonomy) a plus mark was placed in that column. If an item appeared to indicate unsuccessful resolution of conflict in a stage (e.g. "I think you have terrible counselors for Black people at Loyola." - trust) a minus was placed in that column. The readers were told to read each subject's complete interview chart through once before making any decisions in order to get a feel for the entire interview. After this initial reading they were then to read each of the content items again in detail making decisions about them as outlined above. Before the readers worked independently they completed one sample set with the researcher who was available for questions and clarification. Once it was determined that the reader fully understood the analysis task and demonstrated this with the sample set, the reader completed the remaining interview charts independently and then returned the completed analysis to the researcher.

Synthesis And Interpretation

Case Study Preparation. Eight of the 14 subjects were selected for use in the formulation of complete

case studies. These eight subjects were chosen as examples of "critical cases" illustrating psychosocial conflict (resolved and unresolved) and need satisfaction (met and unmet). In compiling the case study narrations the following sources of data were used: (1) descriptive and demographic information available from university records (age, sex, status of admission, grade point average, major), (2) in-depth individual interview content as described above, and (3) results of the MPCL and the EPSI.

Results from the MPCL were tabulated and presented as raw scores (number of total problems circled in each of the eleven problem areas). There are a total of 330 problems in the MPCL, 30 in each of the eleven categories. Comparisons were made between different problem areas according to the frequency of items checked - those with the greater number of items checked represented areas of greater distress. Comparisons were made both intraindividually and interindividually with the primary focus on intraindividual analysis for use in the preparation of case study reports.

Results from the EPSI were tabulated and reported as raw scores with averages for each of the six

psychosocial stages. Average scores range from 1.00 to 4.00 where the lower the score the more fully the conflicts of the stage are considered to be resolved. As with the results of the MPCL, the intraindividual differences between different stages of psychosocial development were the focus of comparison, and these comparisons are detailed in a narrative case study.

Organizational Charts. Altogether four organizational charts were prepared for assembling case study data. The eight critical case study presentations resulted in the construction of two, help-rejection charts, one organizing data on unmet needs (Fig. 3) and the other on psychosocial conflicts (Fig. 4). The needs chart contained 40 cells: five horizontal cells for each of the five Maslow levels and eight vertical cells for each critical case. The conflicts chart contained 48 cells: six horizontal cells for each of the Erikson psychosocial stages pertinent to this study and eight vertical cells for each critical case.

Each case study was examined for unmet needs and psychosocial conflicts and check marks were placed in the appropriate cells for each case. A survey of the charts graphically illustrates the incidence of unmet

needs and unresolved conflicts for the critical case sample as a whole and for each case individually.

In addition to the Needs and Conflicts Charts, two more charts were prepared to organize numerical data from the two instruments used in the study. The Mooney Problem Checklist Chart (Fig. 1) contained the number of checked problems in each of the eleven Mooney categories and an overall total for each of the eight cases. In addition, the mean number of problems for each category and the entire checklist taken from the total sample group (N=14) were included. The Erikson Psychosocial Stage Inventory Chart (Fig. 2) contained the scores for each of the eight subjects in each of the six psychosocial stages. A total group (N=14) mean for each stage was also included.

Once the data are presented in the form of case studies and assembled into four organizational charts, the results are presented and discussed. The presentation and discussion of results yields a typology of help rejection within the framework of dimensions of need and conflict resolution. The goal of the help rejection typology is to structure a pattern of understanding for guidance in developing programs of

treatment and intervention with students on academic probation so as to better encourage participation. Recommendations for use of this typology and further research with this population complete the presentation.

Summary

Seventy-five students who previously rejected help were contacted for participation in this study. Fourteen students agreed to participate in a two hour session which consisted of a structured interview and the administration of two instruments. The interview was conducted with the Silverman-Juhasz Needs and Problems Inquiry designed specifically for use in this study. In addition, the Mooney Problem Checklist and the Erikson Psychosocial Stage Inventory were administered. Interview data were tape-recorded and transcribed verbatim in writing. The method of data analysis was qualitative induction involving the selection of eight critical cases which were organized into complete narrative case studies. Checklist and inventory results were combined with interview data into organizational charts providing a system for interpretation leading to the development of a typology of help-rejecting students within the framework of need

dimension and conflict resolution.

Chapter IV

PRESENTATION & INTERPRETATION OF DATA

In this chapter, eight case studies are presented, interpreted, and discussed as they relate to the phenomenon of help-rejection in students on academic probation. While data were collected on 14 students who were the subjects of this study, complete case studies are presented for eight of these 14 help-rejectors. These eight subjects were selected as critical or highly representative cases to fully illustrate the dynamics which are operating in students on academic probation who reject help.

Each of the eight case studies is first presented separately with the presentation organized around the following specific topics: Background, Hierarchy of Needs and Need Fulfillment, Psychosocial Development and Conflict Resolution, and Summary.

As described in Chapter III, data in this study was collected from three sources: (1) an individual interview using the Silverman-Juhasz Needs and Problem Inquiry, (2) the Erikson Psychosocial Stage Inventory, and (3) the Mooney Problem Checklist. In addition, the students' university records were reviewed. In this

chapter, information from these multiple sources is brought together to construct a comprehensive picture of eight selected subjects in the form of narrative case studies. Each case study stands alone to allow analysis and interpretation of individual subjects so that each subject is understood as an idiosyncratic and unique phenomenon. Each individual case study is presented holistically and comprehensively in such a way as to weave different categories and dimensions of need, conflict, and psychosocial development into an idiographic framework.

Later, in Chapter V, individual case studies are compared, contrasted, and evaluated to produce an overall system of help rejecting types. This process involves the use of help-rejection charts organizing findings into a framework of unmet need and psychosocial conflict resolution. An inductive, analytic strategy was used to compare and contrast individual cases. Patterns and themes of analysis emerged from the data resulting in a help-rejection typology. The purpose of this analysis is to discern and report "how people construe their world of experience from the way they talk about it" (Frake,

1964:74 Patton). If individual cases of help-rejecting students are understood we can see how data intersect to produce typologies of help-rejectors. This typology can then be used to better develop strategies to deal with different help rejecting students.

Critical Case Studies

Eight critical case studies are presented to illustrate the characteristics of help-rejecters. The five females and three males each indicated a total of 30 or more problems on the Mooney Problem Checklist, had high scores indicative of conflict on the Erikson Psychosocial Stage Inventory, and evidenced unmet needs and unresolved conflicts in the interview. These subjects were selected as critical case studies because of the higher number of problems indicated and the significance of material in the content of the individual interview. While their background information varied, all were full-time fully admitted students evidencing the greatest number of problems and conflicts out of the total group of fourteen. There is no significance to the order of presentation of the cases; each case study will include material organized sequentially under the previously mentioned topics of

Background, Hierarchy of Needs and Need Fulfillment, psychosocial Development and Conflict Resolution, and Summary.

When discussing need fulfillment and psychosocial development, the terms of Maslow for needs and Erikson for psychosocial development will be used to organize the presentation of data. For clarification, a brief description of the terminology used is presented below and provides a useful point of reference for clearly understanding the content presented.

Definition of Terms

MASLOW: Hierarchy of Needs

Physiological: Need for relief from thirst, hunger; Need for sleep, for sex, for relief from pain

Safety: Need for security, for protection, for freedom from danger, for order, for predictable future

Love/Belonging: Need for friends, for companions, for a family, for identification with a group for intimacy with a member of the opposite sex

Esteem: Need for respect, for confidence based

on good opinions of others, for
 admiration, for self-confidence, for
 self-worth, for self-acceptance

Self-Actualization: Need to fulfill one's
 personal capacities, to develop one's
 potential, to do what one is best suited
 for, to grow and expand meta-needs:
 discover truth, create beauty, produce
 order, promote justice

ERIKSON: Psychosocial Development

Trust: A sense of being acceptable, being good
 and lovable, a feeling of confidence

Autonomy: A feeling of confidence in one's own
 abilities, willfulness, and cooperation
 - demonstrated by courage, self-control,
 and will power

Initiative: Undertaking, planning, attacking,
 being responsible

Industry: Acquisition of skills and knowledge
 resulting in a sense of duty and
 accomplishment - a feeling of
 competence. Task oriented and task
 identified.

Identity: Knowledge of self - feeling of integration and a consistent and congruent picture of what others think and of what one thinks of oneself; self-certainty - confidence about where one belongs

Intimacy: Ability to love and possess the qualities of compassion, empathy, identification, reciprocity, and mutuality. A developed sense of tenderness toward another - a real capacity to commit self to someone else.

When scores are presented for stage development on the Erikson Psychosocial Stage Inventory (EPSI), it is to be remembered that the LOWER the score the more fully the conflicts of this stage are resolved and the greater the degree of trust, autonomy, initiative, industry, identity, or intimacy which is achieved.

Case Studies

Case Study Number OneJ.T. female age 19.

Background: J.T. entered Loyola through the Educational Opportunity Program (EOP), a special admissions program for students who do not meet the university's minimum admissions standards. Therefore, she was identified "at risk" for academic achievement and received some extra support services upon her matriculation to the university. She entered Loyola in the summer following high school graduation and registered for an English composition course but withdrew receiving no credit. In the following fall semester she carried a full course load of twelve semester hours and earned a grade point average of 2.50 on a 4.00 scale. However, in each subsequent semester she failed to earn a 2.00 grade point average achieving grade point averages of 1.66, 1.25, and 1.00 respectively. At the end of four full semesters of study she had earned a total of thirty six semester hours of credit and a cumulative grade point average of 1.60.

J.T. was living in the residence hall in a single

room stating that she preferred living alone because she felt she could concentrate more. She feared that if she had roommates she would be distracted and talk and socialize too much. When speaking about problems in school she centered mostly on issues around motivation saying that she frequently felt a loss of motivation for her school work which became worse as she received failing grades.

Hierarchy of Needs and Need Fulfillment:

Results from the Mooney Problem Checklist (MPCL) and interview data analysis helped to form a picture of J.T.'s level of need satisfaction. Throughout the interview many instances of unmet needs in relation to self-esteem were presented. She referred to her own concern over a personal loss of motivation exacerbated by poor grades thus creating a cycle of repeated failures. She talked about feeling that others didn't appreciate what she was trying to do and mentioned a feeling of "letting God down." The self-esteem concern was related primarily, but not exclusively, to academics. J.T. expressed a concern that she won't find the "right guy" to marry and that her expectations of a marital partner will not be realized.

dissatisfaction in the area of esteem was further supported with the Mooney Problem Checklist where her greatest problem area was in Adjustment to College Work (ACW). J.T. indicated ten problems in this area while the mean number of problems for subjects in this study was 5.5. Some of the Mooney items she checked in this area included "weak in writing," "slow in reading," "slow in mathematics," "not smart enough in scholastic ways." This will be presented again for possible interpretation in the discussion portion of this chapter. Esteem problems were also evidenced on the MPCL where J.T. indicated problems in Person-Psychological Relations (PPR) including "lacking self-confidence," "moodiness, having the blues," and "too easily discouraged." The mean number of problems in PPR for all subjects in this study was 3.71, and J.T. checked 7.00 in this area.

While items on the MPCL and data from the interview indicated problems in the area of esteem, there were some instances of developing a positive view in this area. J.T. referred to a situation where she was unafraid to talk to her academic dean, where she dreamed of being an honor student and wanted to improve

herself and set new goals even aspiring to achieve a doctoral degree. However, these instances of a more positive view of esteem were few in number and were greatly outweighed by situations of self-doubt and feelings of little worth.

The most positive area of need satisfaction was in the category of love/belonging. In spite of problems with esteem, J.T. presented many instances of positive regard in relation to feeling loved and having a sense of belonging. There were references to feeling supported by her family, particularly her mother. "My mother's taught me a lot and she tells me if you can do what you can for yourself right now you won't be sorry for it." Friends were mentioned as valued and important to J.T. "I just love all my friends...they include different types of races...I just want people to be the way they are."

Material presented in the interview indicated that physiological and safety needs seemed to be satisfied. However, results from the MPCL showed some concern in the area of Health and Physical Development (HPD) previously described as being related to physiological need. J.T. checked eight problems in this area almost

twice as many as the mean for the group which was 3.9. Some problems in Health and Physical Development included "not getting enough sleep," "feeling tired much of the time," "not as strong and healthy as I should be," and "frequent colds." Even though these concerns were not presented in the interview they are indicative of some unmet physiological needs.

Concerns about safety were also evidenced on the MPCL where J.T. checked nine problems in the area of Finances, Living Conditions, and Employment (FLE). The group mean for FLE was 3.21. Problems checked in this area included "going through school on too little money," "too many financial problems," "needing money for better health care," and "no steady income."

Even though belongingness and love needs seemed to be satisfied from material presented in the interview, J.T. still indicated some concerns here. On the MPCL she checked six problems in Social-Recreational Activities (SRA) (group mean = 4.6) including "in too few student activities," "not living a well rounded life," and "wanting to improve my appearance." The last item concerning appearance can also be interpreted as an esteem issue.

Finally, on the level of self-actualization J.T. presented some positive evidence. In the interview she focused on goals for the future including a career as a teacher and a future including graduate education. Religion was emphasized as she shared the importance of God and spirituality in her life. "My religion, Spiritualist, plays a lot in my life. Without God I don't think I would have survived things. In a sense He saved me from going the wrong direction. He guides me in my everyday life." Focus on morals and religion was also present on the MPCL where she expressed concerns about her level of involvement in religion. Problems checked in this area included "not going to church often enough," "wanting to feel close to God." and "wanting more chance for religious worship."

In summary, J.T.'s needs seem to be largely unmet in the area of esteem. Physiological and safety needs were also unsatisfied with concerns in the area of finances and health. Even though she expressed some concern about increasing her social life and involvement, her needs for belongingness and love seem to be largely satisfied. Progress toward some self-actualizing was also noted in her articulation of

goals for the future and desire to be more spiritually and religiously fulfilled.

Psychosocial Development And Conflict Resolution

Trust

On the Erikson Psychosocial Inventory (EPSI) J.T.'s areas of greatest unresolved conflict were those of trust, industry, and intimacy. In spite of relative satisfaction in love/belonging and, as previously reported, good relationships with family and friends, the stages of trust and intimacy still seemed to be characterized by unresolved conflict. The concerns in the area of trust centered on trust in herself and others. She responded here that she has doubts about herself and doesn't trust that things and people will turn out well for her. In addition, she expressed doubt about trusting others: "Don't let nobody steer you in the wrong direction." Trust, then, specifically in relation to herself and others, mostly outside her immediate family and close friends, is of some concern for J.T.

Autonomy

Interview data presented many instances where the development of autonomy is hindered by some conflicts.

Examples included dependence on others in relation to academic performance: "I think basically really it is because I always had to depend on someone else to look at my papers." Feelings of dependence are a source of conflict for J.T. as she also complained of having to rely on her family for money. "My mother always try to give me a few dollars, but as far as paying for my books I always ask my family but I hate that so much because I want desperately to be independent." Even though autonomy on the Erikson Psychosocial Stage Inventory (EPSI) was more developed than some of the other areas, J.T. still showed some concerns here. For example, she checked "Hardly Ever True" for the statement, "I like to make my own choices" and "Occasionally True" for "I know when to please myself and when to please others."

Initiative

In the area of initiative J.T. showed few conflicts. Interview data was mostly positive in this area with such examples as "I do a lot of writing things down ... basically what I always do is set a goal for me in the future." and "Your motivation will get you through." Results of the EPSI supported

development of initiative. Of the six psychosocial stages, initiative as measured was mostly free of conflict with not one initiative item receiving a score of significant concern.

Industry

As stated earlier, industry was less well developed than some of the other stages. In spite of demonstrated instances of initiative, J.T. did not report following through with task oriented behavior characteristic of a well developed stage of industry. Very little interview data focused on this area with only occasional references to industrious behaviors and more frequently lack of competence. For example, "When I don't have enough money the first thing I do is just pray for some way I can seek money." On the EPSI, she responded "Almost Always True" to "I don't enjoy working." and "Occasionally True" to "I stick with things until they are finished." Overall, industry, like trust, was an area of underdeveloped competence for J.T.

Identity

Both the interview data and the EPSI results showed identity to be relatively well developed. Even

though issues of esteem were apparent, J.T. seemed to evidence a fair amount of self- knowledge. She referred in the interview to seeing herself as a teacher of little children and to her identity as a religious person guided by a belief in God. Her knowledge of herself as a sociable person was reflected in her decision to live in a single room knowing that she would be distracted from her studies by roommates. She expressed a feeling of confidence about her place in her family and her educational goals even though she was having difficulty achieving them. Almost all responses on the EPSI confirmed this with only one exception indicating some possible confusion when she checked "Occasionally True" for the item "The important things in life are clear to me."

Intimacy

The stage of intimacy, like trust and industry, was presented as an area of some conflict. On the EPSI she responded that complete openness with her friends was only occasionally important, she strongly agreed that ... "it's crazy to get too involved with people," and finally she responded that it was not easy to make close friends. Interview data was mostly void of

references to intimacy with the exception of mention of a boyfriend whom she spoke of positively.

Summary

Results of the interview, MPCL, and EPSI showed J.T. to be a person with some unmet needs in the areas of esteem, physiological concerns, and safety. Levels of need which were more fully satisfied included belongingness and love and some tendency toward self-actualizing. Psychosocial development was best attained in stages of autonomy, initiative, and identity while stages of trust, industry, and intimacy evidenced instances of conflict.

Case Study Number Two

C.C. male age 20.

Background: C.C. entered Loyola as a regularly admitted freshman in the College of Arts and Sciences. He lived at home with his family and commuted a short distance to school. During his freshman year he earned thirty-nine semester hours of credit in two full semesters and two summer sessions with a cumulative grade point average of 2.12 on a 4.0 scale. While most of his grades in the first year were C's, he received two D's (in Calculus and Biology Lab) but had enough

B's in several other classes to maintain a C average and remain in good academic standing. In his sophomore year, C.C. began to perform poorly earning a 1.76 grade point average his first semester, a 1.20 grade point average the second semester , and after one additional summer session his cumulative grade point average at the end of two years at Loyola had dropped to 1.81. During this year, when he was placed on academic probation, C.C. did not respond to offers of help. At the time of his participation in this study, C.C. had experienced three concurrent semesters of academic performance below 2.0 and was in serious academic difficulty. When asked why he didn't respond to offers of help. C.C. answered that he always figured it would work out.

Hierarchy of Needs and Need Fulfillment:

C.C.'s basic needs in the area of safety and love/belonging were not satisfied, particularly in relation to his father's recent illness. During his sophomore year, his father underwent triple bypass heart surgery and in C.C's words, "That's when I think all the troubles began." During the time of his father's illness, C.C. missed classes and related that

he just didn't care. His attachment to his father was strong and his father's serious illness was a threat to the fulfillment of C.C.'s need for belongingness and love. "I didn't care about school basically because of him. I'd wait for him to come home."

Unmet needs for belongingness and love were also evidenced in C.C.'s relationships outside his family. On the Mooney Problem Checklist the two areas of greatest problems were Social and Recreational Activities (SRA) where he indicated 8.00 problems compared to the group mean of 4.64 and Courtship, Sex, and Marriage (CSM) where he indicated 7.00 problems compared to the group mean of 3.71. He expressed concerns about too little social life and not having a steady girlfriend or dating anyone. While stating that he was told by his parents that "school and girls don't really mix" he now feels that "you can have a girlfriend and still maintain grades...and it could actually help because of the companionship." C.C. tried unsuccessfully to improve his social life and satisfy his need for belongingness by joining a fraternity but stated, "When I got in I realized I really didn't like the guys that were in it." When

talking about old friends from high school, C.C. stated that they now have girlfriends so he no longer sees them. All in all, many of C.C.'s concerns were in the area of love/belonging - a need of great importance to him but mainly unsatisfied both within and outside his family.

While C.C.'s needs for belongingness and love were threatened because of his father's illness and lack of close personal friends, his concern for safety emerged as well. C.C. works for his father ("What I earn I put towards college.") and the possibility of his father's unemployment because of illness was a major source of concern and worry for him.

Self-esteem also surfaced as an area of unmet need satisfaction. C.C. expressed some concern over his physical appearance referring to problems with being overweight: "I became overweight, then I became conscious of it, then I think my self-opinion, my self-esteem went down for a long time." When talking about his poor school performance, C.C. continued with "I think my esteem dropped when my expectations of myself and the grades I was going to get dropped." On the Mooney Problem Checklist, C.C. indicated 6.00

problems in the area of Adjustment to College Work (ACW) with particular concerns about low grades and fear of failing in college. The number of problems C.C. indicated in ACW (6.00) is about equal to the group mean of 5.57 and not surprisingly is also the one area of the eleven on the Mooney Problem Checklist with the greatest number of indicated problems for the subjects in this study.

In summary, C.C.'s needs in the areas of love/belonging, safety, and self-esteem were basically unsatisfied due to family illness, concern about continued employment, lack of satisfying relationships with friends of the same and opposite sex, and concerns about physical appearance and academic performance. Basic physiological needs were largely satisfied. Little if any reference was made to needs for self-actualization.

Psychosocial Development and Conflict Resolution

Trust

Of the six psychosocial stages of development measured on the Erikson Psychosocial Stage Inventory, three areas of greatest unresolved conflict for C.C. were Intimacy (3.25 - group mean 2.49), Industry (3.16

- group mean 2.07), and Trust (2.75-group mean 2.37).

In the area of Trust C.C. related that he has kept his academic probationary status a secret from his parents implying a lack of trust in their acceptance of him in such a situation. However, this lack of trust with his parents was not pervasive since he referred to talking and sharing with his parents - in particular his mother: "I talk with my mom a lot...more meaningful conversations with my mother." Specifically, in relation to Trust, C.C. indicated on the EPSI that he finds the world a very confusing place, almost always finds himself expecting the worst to happen, and only occasionally trusts other people.

Autonomy

Of the six stages measured on the EPSI, autonomy was the most well developed for C.C. (1.91 - group mean 1.86). However, concerns were still evidenced in this area. He indicated on the EPSI that it is "Occasionally True" that he "can't stand on his own two feet." Interview data supported some of these feelings in relation to dependence upon his father and staying with the fraternity in spite of negative feelings: "I kind of went through the motions ... when I got in I

realized I really didn't like the guys that were in it ... but I stuck around anyway." Basically, however, autonomy issues did not emerge as primary concerns.

Initiative

Several conflicts related to the attainment of initiative were evidenced including C.C.'s own observation on the EPSI that he's "a follower rather than a leader." His initiative score was 2.50 compared to the group mean of 1.93. In the interview, he referred to lack of initiative around school missing classes and having difficulty following through: "I always had a problem with consistency ... I work hard for a while and then I quit. I really quit ... I spend a lot of time watching my books but not actually studying." While not the most overriding stage of conflict for C.C., some issues with initiative are unresolved and of concern.

Industry

Issues around industry, whereby feelings of accomplishment and competence are realized, are of primary concern for C.C. As stated earlier, on the EPSI industry was ranked second only to intimacy as an area of unresolved conflict (3.16 - group mean 2.07). C.C.

responded that he "Almost Always" doesn't enjoy working, wastes a lot of time messing around, doesn't get things finished half the time, and tries hard to achieve his goals only "About Half the Time."

References to difficulties with industrious behavior were prevalent in the interview as well.

Identity

C.C.'s identity concerns were not highly prevalent in the interview content and for him identity on the EPSI was ranked next to the last for degree of unresolved conflict. Only one identity response on the EPSI ("The important things in life are clear to me.") was checked as "Occasionally True" and he indicated that he changes his opinion about himself a lot "About Half the Time." Otherwise, issues around identity were not presented frequently. In fact, several responses on the EPSI indicated resolution of identity issues including (1) the indication of "Almost Always True" for the statement "I've got a clear idea of what I want to be," (2) "Hardly Ever True" for "I can't decide what I want to do with my life," and (3) "Pretty Often True" for "I like myself and am proud of what I stand for." Therefore, from the EPSI responses and the

interview data, identity issues do not seem to be primary.

Intimacy

In contrast to identity, intimacy issues were presented as a major concern. On the EPSI, intimacy was ranked number one for C.C. as the stage of development least well attained (3.25 - group mean 2.49). In addition, the interview data included frequent references to unresolved conflicts surrounding intimacy. C.C. responded "Hardly Ever True" that he "finds it easy to make close friends" and "Almost Always True" to "I prefer not to show too much of myself to others." He indicated he is not "ready to get involved with a special person," that he likes to "keep what I really think and feel to myself" and that he is lacking a "close physical and emotional relationship with another person." In spite of talking about strong family relations, C.C. focused much of his attention in the interview on dissatisfaction around strong emotional ties with friends and members of the opposite sex. "There's been a big change in me since high school. My social life has really dwindled down ... I don't have a steady girlfriend or anything... I

think it could actually help (having a girlfriend) because of the companionship." C.C. talks about the value of close, personal relationships but describes himself as somewhat closed with his friends ("They know part of me") and distant from his former friends ("They have girlfriends ...they separated themselves through that ... we don't go out together like we used to." In an attempt to improve his interpersonal relationships, he joined an Hispanic social group and seems to be striving to develop stronger, more intimate relations with others as he comments, "being social, well it's unifying - it gives us strength."

Summary

C.C. demonstrated concern about unmet needs in the areas of safety, love/belonging, and esteem while basic needs for physiological relief were satisfied and no reference was made concerning self-actualization concerns. Psychosocial development was least attained in the stages of trust, industry, and intimacy with most unresolved conflicts in intimacy. Autonomy was the most well developed of the Erikson stages. Some concerns were presented around planning behavior characteristic of Initiative and very few conflicts

were presented around issues of self-knowledge or identity.

Case Study Number Three

L.M. female age 19.

Background: L.M. entered Loyola as a regularly admitted student. Her first semester she attempted sixteen hours and earned thirteen credit hours with a grade point average of 1.23. The next two semesters she improved earning grade point averages of 2.50 and 2.13 so that by the end of her third semester she achieved an overall grade point average of 2.02. However, she encountered difficulty again in her fourth semester earning a semester grade point average of 1.92. It was at this time that she was strongly encouraged to receive help but did not. L.M. lives at home with her mother. Her parents are divorced, and she has no siblings. Her mother is the sole support but L.M. works part-time to help out financially.

Hierarchy Of Needs And Need Fulfillment

On the Mooney Problem Checklist (MPCL), L.M. checked a total of 56.0 problems (group mean = 39.4). Areas with the most prevalent problems included The Future: Vocational and Educational (FVE) (9.00 - group

mean = 3.64), Social and Recreational Activities (SRA) (9.00 - group mean = 4.64), Courtship, Sex, and Marriage (CSM) (7.00 - group mean = 3.64), Finances, Living Conditions, and Employment (FLE) (7.00 - group mean = 3.21), and Health and Physical Development (HPD) (6.00 - group mean = 3.78).

On the MPCL, L.M. checked problems in HPD which fell into a pattern which could be related as readily to esteem needs as to physiological needs. Problems checked in this area were "being overweight," "poor complexion," "too short," "not getting enough exercise." In fact, interview data provided no support for unmet physiological needs but did present much evidence for unmet esteem needs. Furthermore, esteem and love/belonging emerged as the areas of greatest unmet need for L.M. When talking about her poor grades, L.M. said, "I sort of kick myself because I say I should have studied more ... why am I so stupid ... it's like I'm never going to make it through this." She expressed concern about her mother's response - "She supports me first and then she says 'but I don't understand what happened'." When talking about her response to being on academic probation, L.M. shared,

"It was a big shock. I never had grades that low before ... there was a lot of tears and anger".

Unmet needs in the area of love/belonging were evidenced both in the interview responses and the MPCL where L.M. checked the most problems in CSM and SRA. On the MPCL she checked problems related to being in love, relations with the opposite sex, and being in too few student activities indicating a need for more satisfaction in love/belonging. Interview data also included references to this unmet need as L.M. talked about her parent's divorce ("I didn't know what it was like to have a dad in the house.") and lack of belonging ("Sometimes I get mad because I don't do other things. Most of the things I do are just me. Sometimes I wish I could do them with a group of people - get more involved.")

Esteem needs also emerged as unsatisfied on the MPCL responses. Problems in FVE included "wondering if I'll be successful in life," "afraid of unemployment after graduation," and "not reaching the goal I've set for myself." These problems reflect difficulty with self-confidence and self-esteem also found in the interview data when speaking about college courses

("The material is so hard that you're going to have to sit day and night and try and remember what the formula was or what the concept is.")

In addition, safety needs seemed unsatisfied as L.M. checked 7.00 problems (group mean = 3.21) in the area of Finances, Living Conditions, and Employment (FLE). Problems checked included "too many financial problems," "needing money for better health care," "disliking financial dependence on others," and "too little money for recreation."

In all, L.M.'s needs in the areas of esteem, love/belonging, and safety were mainly unsatisfied while physiological needs seemed to be met and little or no reference was made for self-actualization needs.

Psychosocial Development And Conflict Resolution

In all six psychosocial stages L.M. scored lower than the group mean indicating that her conflicts in the six stages are more resolved than the group under investigation in this study. Of the six stages, those relatively less well resolved for L.M. were identity (1.83 compared to the group mean of 2.01), initiative (1.83 compared to the group mean of 1.93), and intimacy (1.75 compared to the groups mean of 2.49). On the

EPSI, the two areas of least conflict were autonomy and industry.

Trust

No significant issues emerged in L.M.'s feelings of being acceptable and trusting of others. When talking about the atmosphere at home with her mother, L.M. responded, "It's great. No complaints." In the interview, she spoke positively around issues concerning trust: "We (best friends) can do anything, we just say it, having deep conversations." Only once on the EPSI did she express a conflict in regard to trust and this concerned trust in herself when she indicated that about half the time she has doubts about herself.

Autonomy

As stated earlier, conflicts in autonomy were not prevalent on the EPSI. However, some references were made in the interview regarding concerns in this area. For example, when discussing her lack of response to the letter offering help L.M. responded: "She (mother) told me that I had to get adjusted to the whole idea of being in college. I really wasn't ready to come to college." What I think is hard (about college) is that

you have to move. It's just you. There's no one there. You have to find out yourself." Mostly, however, references to autonomy issues were mainly positive: "Loyola teaches you how to make your own decision... I'll start to work and supposedly I'll decide on how to get out on my own." In reference to going to church, L.M. shared, "I don't go any more ... I don't like going because I feel I have to follow the religion the way they say, not the way I feel it's best for me." Finally, in relation to confidence around feelings of autonomy demonstrated by her certainty in her own abilities and wilfulness, L.M. discussed her plans for the future: "A lot of people are doing it, having a family, marriage, and a career. I know it's not easy because all three things demand a lot. But, people are doing it and I can do it."

Initiative

Initiative is one of the stages for L.M. that is less conflictual than some of the others. She responded on the EPSI that she is only occasionally able to "be first with new ideas" and that she hardly ever can "stop myself doing things I shouldn't be doing." When discussing her lack of response to offers

of help, L.M. related that "I didn't want to come ... it was because I didn't think it was anything. I just picked the wrong classes ... it was just a matter of getting adjusted." In response to financial worries and difficulties L.M. shared, "My mother worries about that more than I do...eventually I get what I need." L.M. talked about her academic difficulties in mathematics and her apprehension about taking math courses. In particular she shared her concern about lacking initiative in this area: "It's going to be very hard because I keep away from math as much as possible. It is very easy for me to say I'll study tomorrow."

One instance where L.M. spoke positively about her initiative was in relation to her part-time work-study job at the university where she works about fifteen hours per week. In general, however, L.M. referred to several instances as described above where she lacked behaviors characteristic of planning, attacking, and being responsible.

Industry

Industrious behavior did not emerge as conflictual. On the EPSI only one response was

characteristic of conflict in relation to industry and this was in reference to L.M.'s opinion of others where she responded that she only occasionally "can't stand lazy people." Evidence of L.M.'s motivation to work hard to succeed was presented on the EPSI where she responded that she is a hard worker, is trying hard to achieve her goals, and believes she is good at her work. In reference to improving her grade point average, L.M. confidently stated that she believed "it's just a matter of sitting down and doing it."

Identity

Identity like initiative appeared as one of L.M.'s three most conflictual stages. On the EPSI she checked that she has "a clear idea of what I want to be" only about half the time and that only about half the time does she "have a strong sense of what it means to be female." In relation to interactions with others L.M. responded that she occasionally finds she has "to keep up a front when I'm with other people." Identity confusion is characterized by inclinations to seek self-acceptance indirectly by being what is believed others desire, and L.M.'s response concerning "keeping up a front" supports this. Some identity issues

surfaced in the interview content as well. As described earlier, L.M. lives alone with her mother and recounts, "My parents officially got divorced in 1966, and I was born in 1964 ... so I didn't know what it was like to have a dad in the house." In relation to career goals and certainty about more long range plans L.M. expressed some doubt and confusion: "I don't know what I want. I don't know what you can do in Psychology."

Intimacy

Intimacy is also one of L.M.'s three most conflictual stages. Results of the EPSI reveal her description of herself as "basically a loner," but none of the other intimacy items on the EPSI emerged as representative of problems. Interview data included some references to intimacy conflicts, but they were generally weak. In regard to planning ahead to marriage she responded, "It'll be maybe two years before I seriously start asking myself if I'm ready or not. I know I'm not right now."

Summary

L.M. did not evidence significant conflict in the psychosocial stages of development as compared to the

responses of other subjects in this study. However, three stages emerged as relatively unstable for her: identity, initiative, and intimacy. Evaluation of need satisfaction revealed dissatisfaction on the areas of esteem, love/belonging, and safety while basic physiological needs were primarily satisfied.

Case Study Number Four

D.H. male age 26.

Background: D.H. entered Loyola as a transfer student from the University of Illinois at Chicago and DePaul University. He was regularly admitted to the university and transferred more than 100 hours of academic credit to Loyola. His academic performance at the previous two institutions averaged slightly better than average with above average achievement in science and math. At the end of his first semester at Loyola, D.H. earned thirteen credit hours and a grade point average of 1.37. The next term he improved his semester grade point average to 2.00 but remained on academic probation with a deficient cumulative GPA. In the subsequent summer sessions and another semester, D.H. withdrew from a total of six courses having earned a total of thirty credit hours and a cumulative grade

point average of 1.78 never removing himself from probationary status.

D.H. lived at home with his family. In addition to his parents, D.H. also lived with his two sisters at home. In addition to attending school full time he worked full time six days a week. He worked in order to afford Loyola's tuition and to repay more than \$8,000 in loans for past educational expenses.

Hierarchy Of Needs And Need Fulfillment

Of all 14 subjects in this study D.H. checked the most number of problems on the Mooney Problem Checklist (93.0 compared to the group mean of 39.4). The categories receiving the most number of checked problems were Adjustment to College Work (ACW) (17.0 - group mean = 5.57), Social and Recreational Activities (SRA) (16.0 - group mean = 4.64), The Future: Vocational and Educational (FVE) (14 - group mean = 3.64), and Social-Psychological Relations (SPR) (13 - group mean = 3.57). Both Social-Psychological Relations and Social and Recreational Activities are categories matched with Maslow's love/belonging needs. Problems in Adjustment to College Level Work and The Future: Vocational and Educational are related to need

for esteem and self-actualization.

While physiological needs were not primarily evidenced on the Mooney Problem Checklist, D.H. did check problems relating to not getting enough sleep, feeling tired much of the time, and not getting enough exercise. In the interview he described working night shifts, leaving work directly for school, and often sleeping only two or three hours a night. The physiological need for sleep was presented as basically unsatisfied. Safety needs appeared to be largely met with the exception of freedom from financial worry. D.H. was burdened with much debt necessitating his long working hours.

Needs for love/belonging and esteem remain those largely unsatisfied. In the MPCL category of Social and Recreational Activities D.H. checked "awkward in meeting people," "slow in getting acquainted with people," "too little social life," and "trouble in keeping a conversation going." This theme continued in Social-Psychological Relations with identified problems including "being ill at ease with other people," "having no close friends in college," "wanting to be more popular," "having feelings of extreme loneliness,"

and "having no one to tell my troubles to." Interview data continued to support the great need for satisfaction in these areas. Frustrations with academic performance led D.H. to consider joining the Navy and perhaps to feel a sense of belonging. Attempts to fit in at Loyola by going to Mass for example were met with disappointment: "I feel kind of strange because the service isn't the same and it's all students and usually it's people I don't know." Even attempts at feeling included with his family are met with disappointment: "The ones that go now are usually my sisters. When they go, sometimes my mom goes. I don't go at all and my dad doesn't go." When describing his relations with his family, D.H. continues to recount instances of feeling isolated: "...they (parents) have interest in me going to school but they don't really have understanding of what's going on." He describes a poor relationship with his father, not spending any time with him and not getting along in general. The relationship with his mother is better characterized by going some places together and talking with each other a little. In general, D.H.'s family relationships are lacking in that he does not

feel a real sense of belonging or togetherness.

Belongingness needs are largely unmet outside the family relationships as well. D.H. has no friends at Loyola and outside of school he is pretty much by himself: "I have friends, but they went to the Army. I haven't seen them...I usually watch TV or go out by myself." D.H. mentioned some acquaintances at work but continued, "...they're people I wouldn't want to have as friends."

Along with many unmet needs for love/belonging, D.H. is troubled by situations which affect his self-esteem. Because of his declining academic performance he believes his professors do not look upon him as a good student and he has begun to feel the same way about himself. He describes circumstances where professors have responded to him in ways which "made me feel stupid" so that now if he needs to ask a question he will usually ask another student: "In high school I could go to the professor and ask him questions. I wasn't too much afraid. But here, some of the professors really snap at you." Friends also attack his self-esteem: "... they know I go to school and everything and they put me down ...they joke around ...

I try to get back at them." At work too D.H. receives little encouragement where he describes unsympathetic supervisors, most of whom are "always yelling."

In spite of problems with love/belonging and self-esteem D.H. talked of needing to fulfill his own personal capacities and to develop his potential - to strive toward Self Actualization: "I still feel I should try for something higher than what I am ...". However, his unmet needs in other areas are overriding to the extent that he seems unable to focus on fulfilling his potential or even clarifying the direction he will take with his career.

Psychosocial Development And Conflict Resolution

In all but one of the six psychosocial stages, D.H.'s results on the EPSI were above the group mean. Only in the area of initiative did he score below the group mean (1.83 - group mean = 1.93). The stages of greatest unresolved conflict for him were trust (3.83 - group mean = 2.33), intimacy (3.66 - group mean = 2.49), industry (2.83 - group mean = 2.07), and identity (2.33 - group mean = 2.01). Trust and intimacy are related to problems with love/belonging and esteem and help to provide a picture of the issues

being faced by D.H.

Trust

D.H. presented many instances of unresolved conflict in relation to trust. On the EPSI he indicated a generally pessimistic view of things, lacking trust in both himself and others. He checked items which indicated doubt in himself, lack of trust that "things and people usually turn out well for me," and a general lack of trust in people. In the interview, D.H. confided that he has told no one about the fact that he is on academic probation and that he talks to no one about his problems.

Autonomy

Autonomy issues were less conflictual for D.H. On the EPSI he related that he is confident that he can make up his own mind about things, that he knows "when to please myself and when to please others," that he really believes in himself, , that "I like to make my own choices," and that "I like my freedom and don't want to be tied down." Autonomy issues were generally not evident in the interview data with the exception of a few instances where D.H. referred to a circumstance where he was still dependent upon his parents ("I owe

\$8,000 to a bank and that has to be paid because my parents will get into trouble...their names are on the loan" and where he showed that he had allowed himself to be dominated by others even though he did not like it: "Those ideas (being a doctor) have been sort of pushed into me by my teachers, my parents, my friends." These examples show that while autonomy issues are not primary for D.H. they are of concern especially in relation to his family interactions.

Initiative

Of all the psychosocial stages, initiative was the least problematic for D. H. Only two responses on the EPSI were indicative of conflicts in this area where he responded that he is hardly ever "able to be first with new ideas" or "to stop myself doing things I shouldn't be doing." Most responses in regard to Initiative were very positive: "I'm an energetic person who does lots of things," "I cope very well," "I like new adventures," "I like finding out about new things or places." Interview data, however, revealed some difficulty with initiating behaviors especially in relation to school. When discussing talking to professors and asking questions, D.H. said that he

rarely does this, "If I do ask, it's usually another student...in high school I could go to the teacher and ask him questions. I wasn't too much afraid. But here, some of the professors really snap at you." D.H. related that his biggest school problem is "trying to get the work done which is likely to be a problem as much related to industry as to initiative. Initiative in relation to help-seeking was also presented in the interview: "At the time I received your first letter (offering help) I decided not to come because I couldn't afford to...I was working...I couldn't know when to come in...I wanted to come in but I couldn't."

Industry

While initiative was of some concern especially in relation to school, industry emerged as an area of more significant discord. D.H. responded on the EPSI that it is "Almost Always True" that "I don't seem to be able to achieve my ambitions," "I don't enjoy working," and "I don't get much done." He answered "Hardly Ever True" to "I feel I am a useful person to have around" and "I can't stand lazy people." Interview data was filled with examples of lack of industrious behavior indicating a lack of enjoyment about learning about new

things and ideas, a tendency to have a weak sense of persistence, and having problems in taking pride in his work: "Since I saw my grades go down..I've been talking to Navy recruiters and it seems better than being at home and working where I'm working," "I'm not too happy about my major and not too many professors look on me as a good student." Most of these problems with industry were in relation to school work demonstrating an implicit attitude of not being a very good learner and a tendency to have a weak sense of persistence in relation to academic pursuits.

Identity

Identity issues were prevalent in the EPSI responses showing some concern about self-concept stability and ability to combine short-term goals with long-range plans accompanied by some susceptibility to peer pressure influences and a generalized attitude of wanting to be much better. On the EPSI, D.H. responded "Hardly Ever True" to "I've got it together" and "Almost Always True" to "I don't really feel involved." He agreed that he often changes his opinion about himself, feels mixed up, isn't sure about what kind of person he is, and "About Half the Time" finds "I have

to keep up a front when I'm with people." However, some positive evidence was present on the EPSI when D.H. related that "I've got a clear idea of what I want to be," and "The important things in life are clear to me." Self-image and identity problems continued to be present in the interview as D.H. talked about his professors viewing him as a poor student and viewing himself in this way as well, feeling stupid when being unprepared for a professor, feeling unsure about himself and his relationship to his religion, confused with his identity and his relationship with his father, and feeling unaccepted by his friends.

Intimacy

Of all the psychosocial stages, intimacy was the area of most conflict. Compared to the group mean of 2.49 on the EPSI, D.H. scored 3.66 on the intimacy subscale. Seven of twelve items on this subscale received scores indicating the highest degree of difficulty. Responses showed that D.H. is not open with his friends, keeps what he really thinks and feels to himself, is "basically a loner," does not "have a close physical and emotional relationship with another person," prefers not to show too much of himself to

others, and does not find it easy to make close friends. This theme of lack of established intimacy was continued in the interview with many continued references to lack of close relationships, feelings of aloneness and isolation, lack of much social interaction, and frustration with family relationships with the exception of his mother whom he described as interactive and helpful.

Summary

D.H. presented the most problems of all subject on this study on the Mooney Problem Checklist indicating many unmet needs primarily in the categories of esteem, physiological needs, safety needs, and belongingness and love. In addition much conflict was evidenced in the stages of trust, industry and intimacy supported by both the interview data and responses on the EPSI. Initiative did not appear to be a primary deficit except in the area of school work where it too emerged as a problematic area.

Case Study Number Five

P.O. female age 26.

Background: P.O. entered Loyola as a transfer student from a Chicago community college. Her academic record

of transfer credits was excellent with grades mostly in the A and B range with a few C's. Coursework in the community college included mostly math and science courses. P.O. lives off campus in an apartment in Chicago. She is the mother of two children, ages five and ten. She is on welfare and has borrowed money in order to be able to go to school full time and maintain her living expenses.

P.O. entered the university in good standing with the maximum number of transfer credits allowed. Her first semester she carried a full-time load of twelve credit hours and earned a grade point average of 1.00 immediately placing her in serious academic difficulty. It was at the end of this first semester that she was contacted regarding help and support but rejected the offer. Her second semester at Loyola she registered for twelve credit hours, four courses, withdrawing from one course and receiving an A, a C and a D in the remaining three. At the end of one full year at Loyola, P.O.'s cumulative grade point average was 1.57. An additional third semester and fourth semester of good academic performance helped P.O. to improve her grade point average to 2.30 and release her from

probationary status without the benefit of any supportive services offered to her.

In the interview P.O. focused a great deal on her financial problems and the stress of being a mother, a student, and not having enough money to meet her family's needs. In addition her health has been poor with some irregular bleeding.

Hierarchy Of Needs And Need Fulfillment

P.O.'s need satisfaction was least in the area of safety as evidenced on the Mooney Problem Checklist in the category of Finances, Living Conditions, and Employment (FLE) where she checked ten problems as compared to the group mean of 3.21. Some examples of unmet needs in this area include "going in debt for college expenses," "going through school on too little money," "needing money for better health care," and "no steady income." Of all the categories on the MPCL, this one (FLE) was the most indicative of problems and unmet needs. Second to this category was The Future: Vocational and Educational (FVE) where she checked six problems as compared to the group mean of 3.64. Problems in FLE are indicative of unmet needs in both self-esteem and self-actualization. Examples of

problems checked in FVE include "doubting wisdom of my vocational choice," "unable to enter desired vocation," "wondering if I'll be successful in life," and "not reaching the goal I've set for myself." All other categories on the MPCL were at or below the group mean and did not represent any significant problems indicative of unmet needs in other areas.

Interview data supported results of the MPCL yielding information which showed P.O. to be concerned about unmet needs in safety and self-esteem; however, some additional data was also present in the interview which indicated dissatisfaction in physiological and belongingness and love as well. However, the most prevalent references in the interview were in the area of safety. When talking about trying to solve her financial problems by looking for a part-time job, P.O. explained, "Sometimes people tell me about jobs and I can't get to them. I don't have the money. I need the money to come to school with. I can't go over to that there job." Continuing with her financial difficulties, "I'd have the energy if I had the money...I receive stamps (food)...I'm borrowing money to keep up." The burden of her responsibility as a

parent was of primary concern to her, "A lot of students come to school on their parent's background and stability and they're just here enjoying the classes, but it's different in my case. My case and other students who are parents and single parents...it's really different and I have all these things to worry about." P.O. clearly related her financial difficulties to problems with her school work, "I'm not able to concentrate...because of my financial situation...like my light bill, every two weeks I'm getting a disconnection notice...I try to do the best I can. Sometimes the best I can is not good enough."

Physiological needs, while not nearly as prevalent as financial needs, also emerged in the interview material. P.O. referred to her own personal health problems, "Up until recently, I had a semi health problem, and that's what kept me from getting in contact with you. So, since then I've been having particular health problems." This is the only reference made to physiological difficulties but the seriousness of the problem was great enough to inhibit her from seeking help.

While needs for belongingness and love were not obvious from P.O.'s responses on the MPCL, evidence for unmet needs in this area was present in the interview material. P.O.'s own mother is deceased and her father "kind of disappeared." Her relationship with her sister and brother was greatly lacking, "I let them come and live with me. No one paid rent, no money for food, for anything. Everything was on my back ...they were getting drunk, letting my kids run wild. I got evicted. Now I try not to talk to them." While her love and attachment to her children is strong, her need for adult companionship and belongingness is great, "I hardly ever go anywhere. I really don't have anyone to take me out because I'm not dating." However, P.O. did talk about one very close friend, "I have only one good friend...she's considerate and she understands." In addition, one male friend was also mentioned, "...he's only a friend, like if I have some grocery shopping to do, he'll take me, or he'll just come by and take my kids for a ride." Dissatisfaction with feelings of belongingness was described in relation to her experience at Loyola as well, particularly in relation to experience with feelings of prejudice, "I tend to

see a prejudice toward color...there's a prejudice in students, black and white students interacting at Loyola...I'm used to being around situations where people don't really get together. It doesn't bother me because I've been in plenty of situations where I was the only Black."

P.O.'s self-esteem seemed to be strong on the MPCL as well as in the interview as a whole. Examples of strong self-esteem in the interview data include "I can trust myself in anything I do," "I was once vice-president of my daughter's nursery center." Only in the area of academic performance did self-esteem suffer as P.O. talked about her response to receiving a low grade, "I shrink. I know there is a problem somewhere. I know I got a lot of things on my mind, but I can't do anything about it until some of the things are solved."

P.O.'s need for fulfilling her personal capacities and to develop her potential - to be self-actualized - was prevalent in the interview material as well. Her need to set goals and achieve them was primary, "Since I've been a kid I've always had plans of going into modeling or nursing. At the present time I still can't

tell what's the best thing for me. I'm going for what I have an urge for - nursing."

In summary, P.O.'s primary unmet needs were in the area of safety with many financial problems. Needs for belongingness and love were also prevalent. P.O.'s social life is very inactive with the exception of one friend with whom she can talk and confide. Her family relationships are characterized by discord and dissatisfaction except with her own two children with whom she lives and devotes much of her energy and attention. Self-esteem needs appeared to be basically met with the exception of concerns about poor academic performance; however, this was not generalized to overall self-esteem. The overriding nature of P.O.'s financial difficulties and her problems with meeting the most basic survival needs of food, clothing, and shelter dominated the content of both the MPCL and the interview material.

Psychosocial Development And Conflict Resolution

Trust

In all areas of psychosocial development, P.O. showed less conflict than the group under study except one, trust, where her score on the EPSI was 2.50 as

compared to the group mean of 2.33. Examples of conflict with trust were evidenced on the EPSI where P.O. checked that she often finds "the world a very confusing place" and that "About Half of the Time" she finds other people understand her, good things never last, and "the world and people in it are basically good." Finally, she indicated on the EPSI that it is only "Occasionally True" that she trusts people. In the interview, P.O. made many references to lack of trust in her family members (brother and sister), friends, with the exception of close female friend, and acquaintances at school where she described many instances of perceived prejudice.

Autonomy

Autonomy issues were not prevalent for P.O. On the EPSI she scored 1.66 as compared to the group mean of 1.86. Examples of items on the EPSI which indicated P.O.'s strong sense of autonomy include her response that it is "Almost Always True" that "I really believe in myself" and "I like to make my own choices." In the interview she described many instances indicative of well developed autonomy. Her ability to care for her children with very little funds and to continue in

school full-time is further evidence of strong autonomy. P.O. referred specifically to the desire to make her own decisions, the ability to resist being dominated by her siblings wanting to take advantage of her, and the general attitude of believing in herself and persisting with tasks toward goals set for herself.

Initiative

Initiative, like autonomy, was relatively free of major conflict for P.O. On the EPSI she scored 1.58 (group mean = 1.93). Items checked on the EPSI showed that P.O. does not rely on other people to give her ideas, that she doesn't feel guilty about many things, that she can stop from doing things she shouldn't be doing, "copes very well," "likes new adventures and finding out new things or places." Interview data supported strong initiative as well. In dealing with her son's educational problems she took charge and found a school able to handle his special learning needs. She also took a leadership role in her daughter's school serving as vice-president of the nursery center. The only area not characterized by initiative is that of finding a part-time job where many factors always seemed to impede her progress and

prevent her from keeping appointments or completing job interviews. In general, P.O. showed that she preferred to get on with tasks and complete them, to set goals and set out to accomplish them, to have a relatively high energy level, and to enjoy leadership positions.

Industry

Of all areas of the EPSI, P.O. showed the least conflict in relation to industry. She scored 1.41 (as compared to the group mean of 2.07) with many examples of strongly developed industrious behavior. She responded that she is a "hard worker", feels she is a useful person to have around, is "trying hard to achieve my goals," and "sticks with things until they're finished." P.O.'s sense of persistence was apparent in the interview material as well. In spite of many obstacles, financial and others, she continued to pursue her education and persevere in the face of some very discouraging situations. As an industrious person she showed her ability to work hard to succeed in spite of the fact that her academic performance was less than desirable.

Identity

Identity issues were not primary for P.O. She scored 1.66 as compared to the group mean of 2.01 and responded on the EPSI that she has a "clear idea of what I want to be," "the important things in life are clear to me," "I know what kind of person I am," and "I like myself and am proud of what I stand for." These responses show P.O. to have a reasonably high level of self-acceptance, to be optimistic about herself, and to believe in her own responsibility for the outcome of things. The interview in general supported these observations.

Intimacy

Intimacy, while not emerging as a problematic area on the EPSI, did emerge in the interview as a psychosocial stage of some conflict. On the EPSI, P.O. scored 1.83 as compared to the group mean of 2.49, and she responded that she is "ready to get involved with a special person," is "warm and friendly," and that "it's important to me to be completely open with my friends." In her actual life situation, however, as described in the interview she has fallen short of these intimate situations. Her male relationships with the two men who

fathered her two children ended unsatisfactorily, her friendships were limited basically to one close friend with whom she did share openly, and her social life is sparse - not going out much or dating. While P.O. indicated her readiness for involvement with a special person she has not managed to achieve this in her current situation.

Summary

P.O.'s unmet needs were primarily in the most basic area of safety related to serious financial difficulties encountered as the single parent of two young children. In addition, some need dissatisfaction was also prevalent in the area of belongingness and love so that she was alienated from some of her family members and lacked a fulfilling social life. Most areas of psychosocial development were free of conflict with the exception of Trust where she indicated a distrust of other people and a lack of trust in the belief that other people are basically good. In the areas of autonomy, initiative, industry, and identity P.O. presented evidence of general well-being. Intimacy results were somewhat mixed in that she indicated her readiness to be closely involved with

others but has not been able to fully achieve this.

Case Study Number Six

D.K. female age 21

Background: D.K. transferred to Loyola from a small liberal arts college where she attended for one academic year earning thirty hours of credit with mostly Cs and Bs. She entered Loyola in good academic standing with the goal of being a biology major. Her first semester at Loyola D.K. attempted sixteen credit hours but only earned ten with a grade point average of 1.06. She did not withdraw from any courses and earned an F in two, a D in one, and a C in three. In her second semester she attempted fifteen credit hours, withdrew from one course and earned three Cs and an F for a semester GPA of 1.60 and a cumulative GPA of 1.32.

D.K. lived in an apartment near campus with two female roommates. Her mother and stepfather lived about two hours away from campus and she visited them somewhat irregularly on week-ends. D.K.'s father died when she was ten, and her mother remarried not long after that. D.K. is the youngest of five children all of whom no longer live at home. Her mother suffers

from multiple sclerosis and is dependent on D.K. and other family members for assistance.

Hierarchy of Needs and Need Fulfillment

On the MPCL, D.K. checked 41 problems, slightly above the group mean of 39.4. The category with the most checked problems was Social-Psychological Relations (SPR) where she indicated ten problems as compared to the group mean of 3.57. Problems in SPR are indicative of unmet needs in the areas of love/belonging and esteem. Examples of problems checked by D.K. in this area included "being too easily embarrassed," "being ill at ease with other people," "having no close friends in college," "being left out of things," "feeling inferior," and "having no one to tell my troubles to." D.K. also checked problems in the category of Personal-Psychological Relations (PPR) indicating difficulty with esteem issues. She checked five problems in this category (group mean = 3.71) and examples include: "lacking self-confidence," "too easily discouraged," "too many personal problems."

An equal number of problems was checked in the category of Adjustment to College Work (ACW) where D.K. indicated five problems, about equal to the group mean

of 5.57. In this category she marked that she is "unable to concentrate well" is "fearing failure in college," and does not know "how to study effectively." Again, as in the previous two categories, problems here are indicative of self-esteem issues.

Both esteem needs and love/belonging needs continued to be unsatisfied as demonstrated on the MPCL and in the interview data. On the MPCL, D.K. checked four problems in Home and Family (HF), slightly higher than the group mean of 3.21. Of primary concern in this area were problems about her mother, "sickness in the family," and being "worried about a member of my family." As mentioned earlier, the serious illness of D.K.'s mother and the demands felt because of it posed a significant concern for her and threatened her need for love/belonging.

In the interview material, reference to her mother's illness and its effect on her was prevalent and supported the lack of satisfaction found in love/belonging. "I don't think she (mother) means to do it but she puts me on guilt trips if I don't go home and take her to treatment." In addition, D.K.'s relationships with her friends were also lacking

increasing dissatisfaction in this area, "I don't have many (friends). I've always kind of been to myself, and I've been hurt with friendships. Here at school I'm not really close to anybody." Of the friends she did talk about, she said, "I don't think they know deep inside how I tick." One male friend was mentioned who seems to meet her needs for love/belonging, "He knows about my mother and he knows about my being hurt by a lot of my friends. He's more of my confidant than anything."

D.K.'s sensitivity with her friends and her need for esteem was prevalent in the interview. When talking about things not going right with her friends she responded, "I don't get angry. More than that I'm really hurt. I get depressed about it and then I get withdrawn...I've been known to say I'm sorry when I have no reasons."

D.K.'s basic physiological and safety needs seem to be satisfied in spite of the fact that she recently had surgery for the removal of a cancerous ovary. The surgery was successful and she indicated no present concerns about this. No problems were checked in the category of Finances, Living Conditions, and Employment

(FLE) on the MPCL. The four problems checked in the category of Health and Physical Development (HPD) seemed to be more related to esteem needs than physiological needs. She checked "being underweight," "too short," and "not very attractive physically."

In summary, basic physiological and safety needs were basically satisfied with needs for esteem and love/belonging being unmet as evidenced both on the MPCL and in the interview responses. No reference was made to self-actualization needs.

Psychosocial Development And Conflict Resolution

Trust

Trust issues presented as primary concerns for D.K. On the EPSI she scored 3.08 as compared to the group mean of 2.33. In particular, she responded that it is "Hardly Ever True" that "other people understand me" or that "things and people usually turn out well for me." She also indicated that it is only "Occasionally True" that she trusts people. Trust issues centered both on trust of others and trust in herself. Interview data further supported conflict in this area as she revealed a hesitancy to disclose herself to her friends and a tendency to behave in a

guarded fashion around others.

Autonomy

D.K.'s conflicts with autonomy issues were prevalent on the EPSI where she scored 2.33 (group mean = 1.86). Specifically, D.K. responded that it is "Hardly Ever True" that she knows "when to please myself and when to please others" and that she "can't stand on my own two feet." On the contrary, however, in the interview D.K. presented evidence of autonomous behavior in moving away from home and attempting to free herself from her mother's demands, "I think that was the hardest decision I had to make (moving away from home) but it was the best decision I made because I think it helps my Mom realize that she can't have me all the time." Her ability to live away from home and maintain herself in an apartment with two roommates further supports her move toward more autonomy. Her financial independence, "I have a trust fund that made up for me, and I use the interest money from my trust fund," also helps encourage her autonomy. However, even though there is evidence of her ability to stand on her own, D.K. is still bothered by feelings of guilt when saying no to her mother and has some doubts about

her capacity to be fully independent.

Initiative

Initiative on the EPSI received a score of 2.58 for D.K. compared to the group mean of 1.93. Initiative was the third highest score for D.K. making it one of her most conflictual areas. She responded only "Occasionally True" that she is "able to be first with new ideas" and that it is "Hardly Ever True" that. "I can stop myself doing things I shouldn't be doing. It is "True About Half The Time" that "I'm an energetic person who does lots of things" and that she likes "finding out about new things or places." In the interview when talking about her academic problems she spoke of a low level of initiative, "The environment where I live is very carefree, it's like they don't really care, and it rubs off - when getting a bad grade I would try and think what went wrong and see what I could do to boost myself up." When asked if she ever considered going to a professor for help she responded, "It doesn't really help." D.K. then was inclined to resist new things, did not present a particularly high energy level, and evidenced a rather weak sense of personal adequacy preferring to remain in the

background and not be the force behind new challenges.

Industry

On the EPSI D.K. scored 2.00 on industry making it the lowest of her scores almost equal to the group mean of 2.07 and the least conflictual of the six psychosocial stages. She responded "Hardly Ever True" that, "I don't enjoy working," "I waste a lot of time messing about," and "I don't get things finished." She sees herself as "hard worker" who is "good at her work," and "sticks with things until they are finished." Concerns about Industry were not evident in the interview. In spite of problems with initiative, D.K. seems to have developed a habit of completing work once it is begun and has developed a sense of pride in doing at least one thing well. For example, in the interview she described her pleasure in writing, "I write poetry a lot and a friend of mine wanted me to publish it."

Identity

D.K.'s second lowest score on the EPSI was in identity where she scored 2.25 as compared to the group mean of 2.01. While issues of self-esteem were prevalent in the interview and on the MPCL, identity

concerns were not primary on the EPSI as might have been expected. She responded "Hardly Ever True" to "I feel mixed up" and "I don't really feel involved" and "Pretty Often True" to "The important things in life are clear to me." However, she answered that "About Half The Time" "I've got a clear idea of what I want to be," "I know what kind of person I am," and "I like myself and am proud of what I stand for." Therefore, D.K.'s level of self-acceptance was not found to be strong yet she did not express feelings of general confusion or lack of involvement. The mixture of self-esteem issues with identity concerns is somewhat confounding since it may be observed that D.K. has some clarity about who she is and what she wants to accomplish yet because of weakened self-esteem does not present the confidence to reach her goals.

Intimacy

Of all the psychosocial stages, intimacy was the most conflictual for D.K. She scored 3.66 as compared to the group mean of 2.49. She responded "Hardly Ever True" that "I have a close physical and emotional relationship with another person," and "I find it easy to make close friends." "Almost Always True" was

marked for "I keep what I really think and feel to myself," and "I'm basically a loner." Further evidence of this was present in the interview where D.K. spoke of few if any close friendships, lack of close relationships with her siblings, and a general desire to be alone, "I think now I'm realizing that I have a lot of things that I want to do, and if I can do it, I want to do it and I don't see myself with anybody, and I feel I don't see myself in marriage for along time. I'm a selfish person."

Summary

Unmet needs were prevalent in the areas of esteem and love/belonging while needs appeared to be basically satisfied for physiological and safety. Self-actualization concerns were not evident either in the interview or on the MPCL with the exception of some reference to future goals and the desire to achieve them independently. Psychosocial stage development was problematic primarily in the areas of intimacy and trust with some difficulties also noted in initiative. While identity concerns did not emerge as strongly conflictual there is some belief that because of D.K.'s lower self-esteem identity issues are also affected.

Basically, D.K. presented characteristics of a person who likes and chooses to be more alone than with others yet at the same time is unsatisfied with her need for love/belonging, seems to know who she is and what she wants to be yet lacks the self-esteem and confidence to support herself in the quest.

Case Study Number Seven

E.K. male age 20.

Background: E.K. entered Loyola as a regularly admitted freshman and performed well his first semester earning a grade point average of 2.75 for 16 credit hours. He first encountered academic difficulty his second semester earning a 1.25 grade point average and 13 credit hours of the 16 he attempted. His academic difficulty continued into the third semester where again he performed poorly achieving a grade point average of 1.66 for the semester and an overall grade point average of 1.88 at the end of three full semesters.

E.K. lived at home with his parents, one brother, and one sister. He is the oldest of the three children and the only one in college. His daily commute to school takes about one hour each way. When he is not in

school or studying he works part-time at a machine shop. The factory where he works is the same one which employs his father. His mother does not work, and neither of his parents went to college.

Hierarchy Of Needs And Need Fulfillment

On the MPCL, E.K. checked 73 problems, the second highest number checked by the 14 subjects in this study (group mean = 39.4). The area with the most checked problems was Adjustment to College Work (ACW) where he checked 15 problems (group mean = 5.7). Some of the problems checked included "fearing failure in college," "weak in logical reasoning," "not spending enough time in study," "not knowing how to study effectively," "slow in reading," "unable to concentrate well." Problems in ACW are related to unmet esteem needs and this was further evidenced on the MPCL where in the category of Personal-Psychological Relations (PPR) E.K. checked his second highest number of problems.

E.K. checked ten problems in PPR compared to the group mean of 3.57. Examples of problems checked included "failing in so many things I try to do," "too easily discouraged," "unhappy much of the time," "afraid of making mistakes," "feeling life has given me

a raw deal." Esteem issues are evident in these examples as well as those mentioned in ACW.

Need for love and belonging as well as esteem was evidenced in two other areas of the MPCL where E.K. checked eight problems in each category: Social-Psychological Relations (SPR) (group mean 3.57) and Curriculum and Teaching Procedures (CTP) (group mean 2.42). His SPR problems included "being timid or shy," "having no close friends in college," "having feelings of extreme loneliness," "feeling inferior," "having no one to tell my troubles to." His CTP problems included "teachers too hard to understand," "textbooks too hard to understand," "college too indifferent to student needs."

Love and belonging needs were further presented in the area of Social and Recreational Activities (SRA) where E.K. checked seven problems compared to the group mean of 4.64. Representative of his problems were "awkward in meeting people," "trouble in keeping a conversation going," "too little social life."

Interview data supported E.K.'s unmet needs in esteem and love and belonging. When asked why he didn't respond to the letter offering help E.K. said,

"I didn't think anybody else could help me out." When talking about his social life E.K. answered, "I have a couple of friends at Loyola...mostly I stay home..not too many friends of long standing." He responded that he is not dating anyone. When talking about his parents E.K. shared that, "It's not often that they try to help me...they don't know about probation...they asked a couple of times (about grades), and I walk away."

Responses on the MPCL and the interview data showed that E.K.'s basic physiological and safety needs were being met; however, unmet needs were presented for both esteem and love and belonging.

Psychosocial Development And Conflict Resolution

Trust

Of all areas on the EPSI, E.K. demonstrated the least conflict in the area of trust attaining a score of 2.58 compared to the group mean of 2.33. He responded "Hardly Ever True" to, "I find the world a confusing place," "People are out to get me," and "I find myself expecting the worst to happen." His apparent trust in others was evidenced in his response "Pretty Often True" to the statement "Other people

understand me." Trust in his own self-control was indicated in his response "Hardly Ever True" to, "I worry about losing control of my feelings" and "I wish I had more self control." The only responses indicative of some unresolved conflict with trust were "Pretty Often True" to the statement "I find that good things never last" indicating a lack of faith in lasting positive outcomes and "Occasionally True" to "I'm as good as other people" reinforcing some basic unmet esteem needs previously presented.

Autonomy

Three areas on the EPSI were the most conflictual - industry, intimacy, and autonomy. Autonomy, with a score of 2.75 (group mean 1.84) indicated a lack of confidence in independent tasks. For example, E.K. responded "Occasionally True" to "I can't stand on my own two feet" and "Pretty Often True" to "I find it hard to make up my mind." Other responses supporting some conflict in this area included some difficulty with making sense of his life, making up his "own mind about things," and feeling "About Half The Time" that "I'm never going to get on in this world" and "I know when to please myself and when to please others," and

"I really believe in myself. In general, while these responses are grouped under autonomy they may also be seen as a continuation of lack of self-confidence and esteem.

Interview data also supported problems with autonomy. E.K. discussed his problem with dropping classes stating, "The mathematics seminar I dropped because I didn't have enough time for it and because there was so much going on. I dropped the psychology class because I couldn't go on with what I was getting. I didn't want to take the risk." He registered for an overload of academic credit (18 hours) not fully realizing the amount of work to be done: "I didn't expect anything to happen. I should have thought about it."

Initiative

Initiative, while not one of the three areas of most conflict for E.K. on the EPSI, also presented difficulties. E.K. scored 2.58 (group mean of 1.93.) Specifically, E.K. responded "Hardly Ever True" to "I am able to be first with new ideas" and "I'm an energetic person who does lots of things." He responded "Pretty Often True" to "I don't seem to have

the ability that most others have" and "I rely on other people to give me ideas." In spite of the responses indicating unresolved conflict in this area, E.K. presented some responses showing development of initiative. For example, he answered "Almost Always True" to "I like new adventures," "Pretty Often True" to "I like finding out about new things or places," "I can stop myself doing things I shouldn't be doing," and "I cope very well." In the interview E.K. showed initiative, but perhaps poor judgment, by working more than full time (55 hours per week) while going to school. When asked how he thought he could accomplish his school work and hold more than a full time job he responded, "I had classes only two days and I thought I could do it." When talking about his approach to study E.K. described himself as cramming and staying up late to complete assignments at the last minute. All in all, while there is some evidence to show that E.K. likes the idea of new challenges and has a relatively high energy level he failed to demonstrate his ability to start academic tasks and accomplish them effectively.

Industry

Industry was one of the two areas of psychosocial development with the most conflict. E.K. scored 3.08 on Industry (group mean 2.07). He responded "Almost Always True" to "I don't seem to be able to achieve my ambitions" indicating a lack of ability to produce results and succeed. He answered "Occasionally True" to "I'm good at my work" and "I feel I'm a useful person to have around." He said that it was "True About Half The Time" that he was "trying hard to achieve my goals" and that "I stick with things until they're finished." In general, interview data confirmed problems with industry. When he receives a low grade E.K. responded that he gets "a little worried, figures out his average to determine if it's hopeful and goes on." Basically E.K. did not refer to behaviors characteristic of industry such as attention to completion of work and perseverance.

Identity

Identity issues were somewhat unresolved for E.K as he scored 2.66 (group mean 2.01). He responded "Occasionally True" to "The important things in life are clear to me" and "I've got it together." He responded "Pretty Often True" to "I don't really feel

involved." He marked "True About Half The Time" for "I like myself and proud of what I stand for" and "I've got a clear idea of what I want to be." Identity issues were not prevalent in the interview data; however, as stated earlier, esteem issues were apparent in the MPCL responses and can be related to unresolved conflict with identity.

Intimacy

Like industry, intimacy issues were the most prevalent for E.K. He scored 3.08 as (group mean 2.49). He responded "Hardly Ever True" to the following statements: "I'm ready to get involved with a special person," "I have a close physical and emotional relationship with another person," and "I find it easy to make close friends." He marked "Occasionally True" for "I care deeply for others" and "It's important to me to be completely open with my friends." E.K. marked "Pretty Often True" for "I'm basically a loner" and "I keep what I really think and feel to myself." Interview data supported lack of intimate relationships as well. He had few friends and not too many friends of long standing.

Summary

E.K. presented problems in adjusting to college work and with unmet esteem needs evidenced by problems in Person-Psychological Relations. Unmet needs for both love and belonging and esteem were prevalent as were conflicts in the psychosocial stages of industry, intimacy, and autonomy. Throughout the data both unmet esteem and love and belonging needs emerged as unmet.

Case Study Number Eight

C.Z. female age 19.

Background: C.Z. entered Loyola as a regularly admitted freshman and performed well her first semester earning a grade point average of 2.37 and 16 hours of academic credit. She first encountered academic difficulty her second semester when she earned an F in English and a semester grade point average of 1.91. However, her overall grade point average was 2.17, and she was not in academic jeopardy. Her academic performance continued to decline and she achieved a 1.38 GPA for an overall GPA of 1.80 at the end of the third semester resulting in placement on academic probation for the first time. At the end of her fourth semester at Loyola, C.Z. had earned 34 credit hours and an overall grade point average of 1.37.

C.Z. lives at home with her parents and younger sister. Her parents were born in Poland, and C.Z. speaks Polish. She commutes daily to school; however one semester she did live on campus in the residence hall. She moved back home because of financial reasons. C.Z. is not on financial aid, and she works part time for spending money.

Hierarchy Of Needs And Need Fulfillment

On the MPCL, C.Z. checked 40 problems, about equal to the group's mean of 39.4. However, several categories on the MPCL were much above the mean of the group. Specifically, C.Z. evidenced the most problems in Personal-Psychological Relations (PPR), Courtship, Sex, and Marriage (CSM), Home and Family (HF), Social-Psychological Relations (SPR) and Morals and Religion (MR).

In PPR, C.Z. checked a total of 9 problems compared to the group mean of 3.71. Some of the problems checked in this area included "afraid of making mistakes," "can't forget an unpleasant experience," "too many personal problems," "too easily moved to tears," and "failing in so many things I try to do." Problems in PPR are related to unmet needs for

self-esteem as are problems in SPR.

C.Z. checked five problems in SPR (group mean = 3.57). In this category she marked the following problems: "being timid or shy," "being talked about," "finding it hard to talk about my troubles," "avoiding someone I don't like," and "too easily led by other people." While esteem needs are evidenced in both PPR and SPR, love and belonging needs are also present in SPR and are further evidenced in problems in Home and Family (HF) and Courtship, Sex, and Marriage (CSM).

C.Z. checked six problems in HF: "being criticized by my parents," "irritated by habits of a member of my family," "unable to discuss certain problems at home," "parents expecting too much of me," "carrying heavy home responsibilities," and "not telling parents everything." The group mean for problems checked in this category equals 3.21 or just about half the number for C.Z. Unmet needs for love and belongingness are apparent in this area.

In CSM, C.Z. checked six problems compared to the group mean of 3.57. Examples of problems checked in this category included "breaking up a love affair," "embarrassed by talk about sex," "being in love with

someone I can't marry," and "going with someone my family won't accept." Unsatisfied needs for love and belongingness were again evidenced by responses in this category.

C.Z.'s basic physiological needs seem to be met with only two problems checked in this area. Safety needs, however, were somewhat unfulfilled as C.Z. checked four problems (group mean = 3.21) mostly centering on financial difficulties: "going in debt for college expenses," "managing my finances poorly," and "getting low wages."

In summary, C.Z. expressed unfulfilled needs in the areas of love and belongingness and esteem, some concern about safety needs focusing on financial worries, and little or no problems in physiological needs.

Psychosocial Development And Conflict Resolution

Trust

C.Z. scored 2.33, exactly equal to the group mean, on the trust subscale of the EPSI. She responded "Pretty Often True" to "I worry about losing control of my feelings" but all other responses basically showed her to be relatively free of conflict in this area.

Interview data, however, revealed some problems with trust in relation to her family - most specifically, her parents. C.Z. does not share herself easily with her parents.

Autonomy

C.Z. performed above the group mean of 1.84 on autonomy obtaining a score of 2.16. Her ability to be decisive was only somewhat problematic where she responded "True About Half The Time" to "I can't make up my mind about things" and "I know when to please myself and when to please others." Issues of autonomy were most prevalent in the interview data. Autonomy conflicts centered around C.Z.'s relationship with her parents and her difficulty standing up to them as they tried to make decisions for her. For example, her parents decided for her that she would be a physician: "The stress my parents put on me was always telling their friends this is going to be the doctor in the family." They further wanted to send her to Poland to study: "They haven't really asked me if I want to go, and I just can't bring myself to say to them, 'Ask me first'." Problems resisting parental domination were also evident when C.Z. graduated from high school: "I

wanted to go away (to school), but my mom wouldn't let me ... she wouldn't let me leave. I was accepted by the U of I and she didn't want to go because it was too far."

Initiative

C.Z. also scored above the group mean on initiative. Her score of 2.25 compared to the group mean of 1.93. Examples of issues in this area include the following responses on the EPSI: "Occasionally True" to the statement "I cope very well," "Almost Always True" to "I'm a follower rather than a leader," and "True About Half The Time" to "I am able to be first with new ideas." Problems with initiative were also evident in the interview: "I would leave things go until the very end, and after I had missed quite a few classes I thought it wasn't worth coming back." In reference to not attending classes, "Somedays when I knew there would be no one home, I would stay and sleep. Other days I would leave early like I'm supposed to and go to the library near my house and just read different things." Instead of formally withdrawing from her classes, C.Z. just let things go, failing to take control of the situation.

Industry

C.Z.'s score in industry was close to the group mean but still higher: 2.07 compared to the group mean of 1.92. She responded "True About Half The Time" to "I'm trying hard to achieve my goals," "I stick with things until they are finished," and "I don't seem to be able to achieve my ambitions." Even though she related in the interview that her family views her as "the responsible one" evidence to the contrary, in particular her lack of class attendance and behavior deceiving her family about it, showed differently. One area of industry showing acquisition of skills and completion of a goal was C.Z.'s completion of a course to become a ski patrol member. However, in general, interview data was void of content indicating a sense of duty and accomplishment resulting in problems with task orientation and completion.

Identity

The second highest conflictual area for C.Z. on the EPSI was identity. She scored 2.58 compared to the group mean of 2.01. Specific responses indicating conflict included: "Pretty Often True" to "I feel mixed up" and "I find I have to keep up a front when I'm with

people," and "Occasionally True" to "I've got it together." She answered "True About Half The Time" to "I've got a clear idea of what I want to be" and "I have a strong sense of what it means to be female." Identity problems were also present in the interview, especially around academic concerns. For example, her answer to why she didn't respond to the offer of help was, "I just couldn't come. I'd be admitting to myself that I had academic problems."

Intimacy

Of all the areas on the EPSI, C.Z. showed the most conflict and scored the highest on intimacy. She scored 3.08 as compared to the group mean of 2.49. Specific responses on the EPSI indicative of conflict with intimacy included: "Hardly Ever True" to "It's important to me to be completely open with my friends" and "I have a close physical and emotional relationship with another person," "Almost Always True" to "I keep what I really think and feel to myself," "I'm basically a loner," and "I prefer not to show too much of myself to others." In the interview, she shared that she has few friends, doesn't talk much with those that she does have, and has never gone out much.

Summary

C.Z. had unfulfilled needs in esteem and love and belongingness evidenced by problems in the MPCL categories of Personal-Psychological Relations (PPR), Courtship, Sex, and Marriage (CSM), Home and Family (HF), Social-Psychological Relations (SPR), and Morals and Religion (MR). Conflicts in psychosocial development were most evident in intimacy and identity with some conflict also present in initiative, trust, and autonomy.

Conclusion

Eight critical case studies were presented synthesizing data from the Mooney Problem Checklist, the Erikson Psychosocial Stage Inventory, and the interview using the Silverman-Juhasz Needs and Problems Inquiry. The case studies were organized into narrative including brief background material and data related to need satisfaction and psychosocial conflict. Each case study was presented separately in order to be understood as an independent whole. This case study data leads to an analysis and discussion of results in chapter five, producing a typology of students on academic probation who reject help.

Chapter V

ANALYSIS AND DISCUSSION OF RESULTS

In this chapter, the data from the individual case studies are analyzed and discussed to produce a profile of help-rejecting types. For this purpose, the following charts, located at the end of this chapter, have been constructed for the eight critical cases, and they are used to guide the discussion: (1) Data Summary Chart: Mooney Problem Checklist (Figure 1), (2) Data Summary Chart: Erikson Psychosocial Stage Inventory (Figure 2), (3) Critical Case Comparison Chart: Unmet Needs (Figure 3), and (4) Critical Case Comparison Chart: Psychosocial Conflicts (Figure 4).

Data Summary Charts

The Mooney Problem Checklist Chart summarizes the number of problems checked by the eight critical cases in each of the eleven Mooney categories. The total number of problems checked, the means for all categories, and the total mean are also included. In addition, the total number of problems checked, the means for all categories, and the total mean is included for the complete research sample.

The Erikson Psychosocial Stage Inventory Chart

summarizes all the scores of the critical cases as well as the mean scores. In addition, the mean scores for the complete research sample are included.

Critical Case Comparison Charts

The Critical Case Comparison Chart of Unmet Needs shows those need levels which are unsatisfied for each of the critical cases. The Critical Case Comparison Chart of Psychosocial Conflict shows those stages of conflict which are unresolved for each of the critical cases.

Development Of Charts

Data Summary Chart: Mooney Problem Checklist (MPCL)

The 11 categories of the MPCL (Appendix C) were listed horizontally and each critical case number was indicated vertically forming 11 columns corresponding to each MPCL category. In addition, a twelfth column was constructed for total number of problems checked. Eight rows were constructed, one for each critical case. A ninth row was prepared for listing the mean number of problems for the eight critical cases. A tenth row was positioned for the complete research sample mean for problems checked. These mean figures are listed for use

in comparison and contrast between the critical cases and the total research sample.

Data Summary Chart: Erikson Psychosocial Stage Inventory (EPSI) Scores

The six stages of psychosocial conflict on the EPSI were listed horizontally and each critical case number was indicated vertically forming six columns, one for each stage, and eight rows, one for each critical case. In addition, a ninth row was constructed for listing the complete research sample mean for each EPSI subscale and a tenth row for the total critical case mean. Since there is no overall score for the EPSI, it was not necessary to prepare a column for total score.

Critical Case Comparison Chart: Unmet Needs

Using data from both the MPCL and the interview content analysis, each critical case was examined for emerging unmet needs. When the data revealed an unmet need either on the MPCL, in interview content, or both it was tabulated using a check mark. A chart was constructed with five rows, each one corresponding to one of Maslow's need levels. On the vertical axis, each critical case number was listed for a total of eight columns. For each cell in the chart a mark was made to

indicate an unmet need.

Critical Case Comparison Chart: Psychosocial Conflicts

The development of this organizational chart followed that of the previous one. The eight critical cases were listed horizontally to form eight columns, and the six psychosocial stages with their conflicts were arranged on the vertical axis forming six rows. When data revealed conflict either on the EPSI, in the interview content, or both it was tabulated using a check mark.

Discussion Of Results

The discussion of results is organized into two sections: Need Satisfaction and Conflict Resolution. The outcome yields a help-rejection profile for the critical cases examined in this study.

Need Satisfaction. For the eight critical cases, most of the unmet needs fell into three levels: safety, love/belonging, and esteem. Seven of the eight cases presented evidence indicative of unmet esteem needs, and six of the eight showed unmet needs for safety, and love/belonging. Basic physiological needs were satisfied for all but two of the cases. Needs for self-actualization are not addressed in this study since so

little evidence emerged from the data to suggest that these subjects were even attentive to the development of full potential growth and expansion beyond the more basic needs.

Safety Needs. Some of the subjects with unmet safety needs checked few items related to this on the MPCL but presented information in the interview which supported the need for security, for protection, for order, and for a predictable future. Concerns for safety centered mainly on finances, particularly the stress of needing to meet heavy tuition and school related expenses and worry about not having enough money for health care and other living expenses. Concerns for safety involved worry about the health and well-being of close family members. In several instances, the serious illness of a parent posed significant problems causing worry about the future including the likelihood of needing to work more and dropping out of school. In an extreme case, one subject's safety needs were so primary that she found it difficult to cope with the most basic daily routines. As a single parent, she lacked enough money to support herself and her children, borrowed money to meet ordinary expenses, spent most of her time

worrying about this and was not able to concentrate because of it. All subjects with unmet safety needs found that these needs interfered with their ability to concentrate and focus on their school work.

Furthermore, these unmet needs assumed prepotency over the need to seek help for academic problems or to respond to help when it was offered.

Love/belonging Needs. Unmet needs for love/belonging were primary for the critical cases under investigation. While not all eight subjects evidenced unmet need in this area, the six who did presented numerous instances of dissatisfaction in their need for friends, for companions, and for close family relationships. In particular, many of the unmet needs in this area were found in the context of difficult and stressful family situations. Many of the subjects recounted feelings of alienation from their parents, feeling misunderstood, overcontrolled, and increasingly experiencing separateness without a strong bond of affiliation with them. For some, this feeling of alienation was compounded by worry for the well-being of family members with whom they had little or no regular contact or communication. Almost without exception,

none of the subjects shared their academic probation status with family members or close friends. It was perhaps the "best kept secret" of all and interfered with their social and personal relations and thus their ability to experience satisfaction in love/belonging from others.

Most had no friends at Loyola and relied on previously established friendships from high school which weakened over time and were unfulfilling. Several instances of being hurt by unsatisfying friendships showed the depth of this unmet need and the likelihood of it being more important than and, at the least, interfering with the need to achieve in school. This resulted in the subsequent unwillingness to accept help. For these subjects, the need to develop an intimate relationship with a member of the opposite sex also emerged and was illustrative of dissatisfaction. While it falls in the category of love/belonging, further discussion is presented in the section addressing psychosocial conflict in the intimacy stage.

Esteem needs. Seven of the eight critical cases included evidence indicative of unmet needs for basic self-esteem. This was pervasive throughout both the

MPCL results and the interview data. These subjects lacked confidence, respect for themselves and their own self-worth, and feelings of self-acceptance. Most of the unmet esteem needs were in the academic area, but they also presented themselves in non-academic settings. Academically, the subjects tended to think of themselves as inferior and perhaps incapable of successful performance. They identified themselves as slow, fearing failure in college, being overwhelmed by the amount of work required and the seeming impossibility of completing it, and generally lacking in confidence that anyone or anything could possibly improve the situation. While esteem issues centered on academic concerns, they also emerged in connection with interpersonal relations. Self-esteem was generally an issue in relation to meeting others, establishing friendships, and maintaining interactions indicative of self-acceptance and admiration. Considering the relative low self-esteem of this group, it is not surprising that most of them had few friends or fulfilling relationships and thus also presented much dissatisfaction in love/belongingness as well. From this combination of unmet needs for friends, companions, and family support

along with unmet needs for self-confidence and self-worth the emerging profile of the help-rejector includes a pattern of need dissatisfaction in the areas of safety, love/belonging, and esteem. Physiological need satisfaction was present for most indicating that the basic needs for relief from hunger, thirst, and sleep are not primary for this population.

Conflict Resolution. According to Erikson, individuals are faced with major problems throughout life which take the form of basic conflicts. Even though the stages of development follow a chronological order, problems or conflicts associated with each stage are recurrent throughout the life span taking different forms at different periods. The three stages of unresolved conflict for these cases included trust, initiative, and intimacy. While some conflicts were evident in the three stages of autonomy, industry, and identity, they were not primarily characteristic of these help-rejectors. The lack of significant conflict in these three areas is of particular interest and will lead to further examination and discussion later in this chapter. First of all, however, attention will be addressed on the areas of unresolved conflict beginning

with trust.

Unresolved Conflict.

Trust. Dependence on the environment and trust in dealing with it creates a conflict, trust vs mistrust. This sense of trust or mistrust affects the way one faces life and the problems associated with it, and trust was a highly conflictual area for the eight cases. Lack of trust in the ability of family relationships to be sustaining and supportive emerged throughout the data. This lack of trust along with unmet love/belonging needs combined to produce feelings of isolation, alienation, fearfulness, and anxiety about the predictability and consistency of the environment. A basic sense of trust is needed in order to feel control over the environment. Shaken trust leads to threatened control and the ability to function adequately is in jeopardy. Subjects experiencing conflict here failed to perceive themselves in control of either their own behavior or the problematic situations they faced.

Initiative. A majority of the critical cases experienced unresolved conflict with initiative. The expectation that students in academic difficulty would

lack the skills needed to undertake, plan, attack, and follow through on tasks was confirmed with five of the critical cases. This lack of initiative was evidenced with the following representative comments:

"I always had a problem with consistency ... I work hard for a while and then I quit."

"I spend a lot of time watching my books but not actually studying."

"It is very easy for me to say I'll study tomorrow."

"Some days when I knew there would be no one home, I would stay and sleep."

Intimacy. All critical cases evidenced unresolved conflict in the ability to love and have compassion. They showed a desire to develop an intimate relationship but lacked the capacity to commit themselves to someone else. Considering the many unresolved conflicts in trust this finding is not surprising. The lack of trust in oneself and in close friends and family does not provide a foundation for the openness and commitment required in a truly intimate relationship.

Failure to develop close intimate relationships often results in feelings of isolation and estrangement. The ability to achieve intimacy is developmentally associated with young adulthood, the age of this

research population. Since it is a task associated with this age cohort, it is not surprising to find it a source of conflict for all subjects.

Resolved Conflict.

Three stages emerged as areas of relatively resolved conflict: autonomy, industry, and identity.

Autonomy. The characteristics of autonomy include the will to be oneself, to be separate and independent from parents, to have courage, will-power, and self-control, and to resist the demands of parents and others in authority. Most help-rejectors in this study responded that they possessed these characteristics and had achieved autonomy. Positive responses to statements like "I really believe in myself", "I like to make my own choices", "You have to find out for yourself", "I'll decide on how to get on on my own" illustrate this achieved autonomy. While it might have been expected that students on academic probation would lack self-determination and independence, just the opposite was found. This developed sense of autonomy along with a low sense of trust forms a picture of the help-rejector who because of mistrust has trouble asking for or accepting help. Lacking the belief and trust that

others can help and having a well-developed sense of autonomy, the rejector believes he/she can do it on his own, resists authoritarian demands and domination, and rejects help because he thinks he knows what has to be done, and believes he can do it. Even though the help-rejector is troubled by unmet esteem needs resulting in lowered self-confidence and self-worth, a developed sense of autonomy still emerged producing a will to succeed and a determination to do so independently.

Industry. In addition to a developed sense of autonomy, most of the critical cases evidenced a sense of industry as well. Even though it could be expected that students on academic probation might be likely to lack curiosity about learning, tend to be lazy and less persistent, and be unfocused and undirected toward goals, this was not the case for most of the critical cases. Some examples characteristic of industrious behavior included references to working hard to achieve goals, a stated belief that "It's just a matter of sitting down and doing it", perseverance in school in spite of financial obstacles, self-perceptions of being a "hard worker" and "sticking with things until they are finished". While these responses are those of the

subjects and may be self-perceptions which are not evidenced in actual behavior, the point is that personal 179conflict between industry and inferiority is not generally characteristic of these subjects. Most of them see themselves as hard workers who don't give up even in the face of great difficulty and imposing odds.

Identity. Finally, most of the critical cases also presented data indicative of a clear sense of themselves and a sense of identity with relatively reasonable levels of self-acceptance. Examples of positive identity responses for these subjects included "I like myself and am proud of what I stand for", and "The important things in life are clear to me". While acknowledging the need to improve academically and disliking the label of "probation", these students still viewed themselves as capable in spite of their weaknesses and academic status. Along with the persistence represented in a developed sense of industry, they believed that they could achieve in spite of adversity. However, the fact that identity versus confusion did not emerge as a major conflict does not mean that it should not be a concern. As mentioned earlier in one of the case studies, the combination of

self-esteem issues with academic identity development is problematic so that even if there is a firm sense of "This is who I am", weakened self-esteem can lead to lack of confidence and a resulting failure to achieve goals.

Help-Rejection Profile

The analysis and discussion of need satisfaction and conflict resolution produces a picture of the help-rejector which confirms some expectations and reveals some unexpected findings. The help-rejector has basically satisfied physiological needs but has unmet needs for safety, love/belonging, and esteem. These unmet needs are primary in the lives of the subjects often consuming much time and energy in efforts to satisfy them or in frustration and anguish at failed attempts. The worry and anxiety associated with financial and health problems, stressful family situations, alienation from parents, and lowered self-esteem related to demands of college work combine to produce a profile which includes a lack of faith that anyone or anything can help improve the situation.

However, in spite of an attitude of seeming hopelessness, the help-rejector has not given up.

Having developed a relatively strong sense of autonomy and independence, he/she asserts himself/herself as a person capable of and intent on doing things his/her own way. Yet, this autonomy has often been at the expense of maintaining close emotional ties to family and friends causing regret and preoccupation with weakened relationships.

Possessing a strong sense of persistence in the face of great odds, the help-rejector hasn't given up. He/She doesn't perceive himself/herself as a quitter but tries to continue to improve and reach established goals. Believing in himself/herself in spite of personal imperfections and shortcomings, the help-rejector doesn't appear confused but is more overwhelmed by life's circumstances.

Because of weakened family and social ties and disappointments in both the academic and social/emotional environment, the help-rejector has unresolved conflicts in trust vs mistrust. He/She has eroding faith in the belief that others will be there in time of need and that events and situations are predictable and can be controlled. Because of this, the level of energy to begin tasks, especially those related

to academics, is diminished, and the help-rejector tends to be a slow starter who often procrastinates.

In conclusion, lack of intimacy and feelings of isolation are prevalent throughout. The need to keep probationary status a secret and "go it alone" is a significant finding and completes this intricate profile of help-rejection characteristics.

Given these attributes of help-rejectors on academic probation, the goal of scholastic improvement and subsequent retention in the university remains. This will be addressed in the summary chapter containing conclusions and recommendations.

Figure 1

Data Summary Chart: Mooney Problem Checklist
Frequency by Mooney Category

Critical

Case # HPD FLE SRA SPR PPR CSM HF MR ACW EVE CTP TOTAL

1	8	9	6	4	7	5	3	6	10	2	5	65
2	2	1	8	2	2	7	5	0	6	0	2	34
3	6	7	9	3	1	7	4	4	5	9	0	56
4	5	4	16	13	7	6	8	2	17	14	1	93
5	3	10	2	0	3	1	2	3	2	6	2	34
6	4	0	3	10	5	1	4	2	5	3	4	41
7	6	2	7	8	10	3	4	4	15	6	8	73
8	2	4	1	5	9	6	6	4	2	3	1	40

Critical

Case

Mean 4.50 4.62 6.50 5.62 5.50 4.50 4.50 3.12 7.75 5.37 2.87 54.5

Total

Sample

Mean 3.78 3.21 4.64 3.57 3.71 3.64 3.21 2.14 5.57 3.64 2.42 39.4

Mooney Categories

HPD	Health & Physical Development
FLE	Finances, Living Conditions & Employment
SRA	Social & Recreational Activities
SPR	Social-Psychological Relations
PPR	Personal-Psychological Relations
CSM	Courtship, Sex & Marriage
HF	Home & Family
MR	Morals & Religion
ACW	Adjustment to College Work
EVE	The Future: Vocational & Educational
CTP	Curriculum & Teaching Procedure

Category Range 0-30

Total Range 0-330

Figure 2

Data Summary Chart: Erikson Psychosocial Stage
Inventory Psychosocial Conflict Scores

Critical

Case # Trust Autonomy Initiative Industry Identity Intimacy

1	<u>2.58</u>	<u>1.83</u>	<u>1.33</u>	<u>2.33</u>	<u>1.81</u>	<u>2.25</u>
2	<u>2.75</u>	<u>1.91</u>	<u>2.50</u>	<u>3.16</u>	<u>2.16</u>	<u>3.25</u>
3	<u>1.58</u>	<u>1.41</u>	<u>1.83</u>	<u>1.41</u>	<u>1.83</u>	<u>1.75</u>
4	<u>3.83</u>	<u>1.91</u>	<u>1.83</u>	<u>2.83</u>	<u>2.33</u>	<u>3.66</u>
5	<u>2.50</u>	<u>1.66</u>	<u>1.58</u>	<u>1.41</u>	<u>1.66</u>	<u>1.83</u>
6	<u>3.08</u>	<u>2.33</u>	<u>2.58</u>	<u>2.00</u>	<u>2.25</u>	<u>3.66</u>
7	<u>2.58</u>	<u>3.08</u>	<u>2.58</u>	<u>3.08</u>	<u>2.66</u>	<u>3.08</u>
8	<u>2.33</u>	<u>2.16</u>	<u>2.25</u>	<u>1.91</u>	<u>2.58</u>	<u>3.08</u>
Critical						
Case						
Mean	<u>2.65</u>	<u>2.03</u>	<u>2.06</u>	<u>2.26</u>	<u>2.16</u>	<u>2.82</u>
Total						
Sample						
Mean	<u>2.37</u>	<u>1.86</u>	<u>1.93</u>	<u>2.07</u>	<u>2.01</u>	<u>2.49</u>

Range of Scores: 1.00 to 5.00

The higher the score, the more conflict.

Figure 3Critical Case Comparison Chart: Unmet Needs

Need Level	Critical Cases							
	1	2	3	4	5	6	7	8
Esteem	*	*	*	*		*	*	*
Love/ Belonging		*	*	*		*	*	*
Safety	*	*	*	*	*			*
Physio- logical	*			*				
N =	3	3	3	4	1	2	2	3
								21

* = Unmet Need

Figure 4Critical Case Comparison Chart: Psychosocial Conflicts

Psychosocial Conflict	1	2	3	4	5	6	7	8	N
Critical Cases									
Trust vs Mistrust	*	*		*	*	*	*	*	7
Autonomy vs Shame & Doubt							*	*	2
Initiative vs Guilt		*	*			*	*	*	5
Industry vs Inferiority			*	*			*		4
Identity vs Role Confusion			*	*				*	3
Intimacy vs Isolation	*	*	*	*	*	*	*	*	8
N =	3	4	3	4	2	3	5	5	28

* = Unresolved Conflict

CHAPTER VI

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter begins with a brief summary of the first five chapters. It will include the purpose of the study, review of the literature, methodology, case study presentations, and results. In conclusion, the implications of the study and recommendations for further research will be presented.

Purpose of the Study.

The purpose of this study was to identify problem areas and levels of psychosocial development in students on academic probation who reject help. These two questions guided the investigation:

1) Do certain basic needs emerge which relate to help-rejection in students on academic probation?

2) Is there a profile of factors related to psychosocial development which characterizes students who reject help?

Review Of The Literature

The literature review focused on two separate bodies of work: (1) college students on academic probation, and (2) studies on help-seeking. In the review of research related to students on probation,

studies on prediction of academic failure found (1) questionable usefulness of college entrance exam scores, (2) greater incidence of academic probation among community college transfer students, (3) poorer self-image in students of high academic risk, (4) less cooperation with authority, and (5) lack of broad general interests and lack of conservative religious beliefs among problem students.

Studies on intervention programs for probation students found that students who do participate in intervention programs tend to improve academically. However, lack of participation (Johnson, 1986) and the need for special incentives to achieve participation (Sappington, 1981) was evidenced.

Literature on the needs of students on academic probation cited seven primary factors interfering with academic performance including inability to concentrate, lack of discipline or motivation, uncertain career goals, and failure to have interest in or to keep up in coursework. It was also found that the actual experience of being placed on academic probation interfered with performance, interpersonal relationships, and self-esteem.

Help-seeking studies revealed no studies specifically investigating help-rejection nor any research about students on academic probation and help-seeking; however, references were made to the problem of a low response rate in this student population. In regard to this low response rate Friedlander (1980) found that students who lacked confidence in their academic ability tended not to take advantage of support services available to them.

The largest area of research in help-seeking is concerned with self-esteem factors. Some studies found that accepting help may be viewed as an admission of failure and refusal to seek help may be related to a need to maintain self-esteem. (Rosen, 1983; Shapiro 1978; Tessler and Schwartz, 1972). The consistency hypothesis of help-seeking and self-esteem suggests that individuals with high self-esteem will be less likely to seek help because of their positive self-conceptions. Most of the literature tends to support this theme. (Nelson-LeGall, 1986). Most of the literature in help-seeking and self-esteem centered on non-academic endeavors, and it must be cautiously used in relation to educational settings.

Further help-seeking research revealed that willingness to seek help is related to students' perceptions of relevance (Ames and Lau, 1982). In addition, a focus on learning goals as opposed to performance goals results in greater likelihood to seek help (Ames, 1983). Two kinds of help-seeking, instrumental and executive, have been studied and results have indicated that instrumental help-seeking, seeking assistance on how to solve a problem, is generally superior to executive help-seeking, going to someone to solve the problem for them. As one matures, instrumental help-seeking remains a highly desirable behavior and needs to be encouraged. The ability to recognize the need for help is related to both maturation and experience. (Nelson-LeGall, 1986).

When choosing help-givers the literature generally supports the preference for peers and friends. Schneider and Spinler (1986) found that college students preferred friends, parents, and relatives as help givers. Studies on attitude and help-seeking showed that global attitudes such as psychological readiness to seek help influenced college students' decisions to seek help (Greenley and Mechanic, 1976). However, other

studies found that attitude alone toward help-seeking is not predictive of the tendency to seek help. Finally, studies on help-seeking and sexual differences have been inconclusive. Some studies found that females have a greater willingness to seek help while others found no differences between the sexes.

Finally, a study using the Mooney Problem Checklist (MPCL) compared problems of freshmen in two classes, 1976 and 1986 (Koplik & Devito, 1986). The results showed that the problems of current college students have changed in the last decade and that men and women are experiencing different kinds of problems. Another study using the MPCL (Mayes & McConatha, 1982) found these four top problem areas among college students: (1) Adjustment to College Work (ACW), (2) Social-Psychological Relations (SPR). (3) Personal-Psychological Relations (PPR), and (4) Finances, Living Conditions, and Employment (FLE).

Methodology

Subjects for this study were selected from a group of students on academic probation who received three separate offers of assistance and failed to respond. These students were later contacted by the researcher

and encouraged to participate in this study. Fourteen students agreed to participate and came for one two hour session.

Using the theoretical frameworks of Maslow and Erikson, many instruments were surveyed, and two were selected: The Erikson Psychosocial Stage Inventory (EPSI), and the Mooney Problem Checklist (MPCL). In addition, the Silverman-Juhasz Needs and Problems Inquiry was constructed specifically for use in the structured interview. A matching procedure was used with the Mooney Problem Checklist to connect each of the eleven Mooney problem categories with Maslow levels.

Data were collected in a two-hour session which began with an individual interview using the Silverman-Juhasz Needs and Problem Inquiry followed by the completion of the two instruments, EPSI and MPCL. In addition, the following data was collected: age, sex, credits earned at Loyola, cumulative grade point average, ACT score (if available), and status of entry into the university (transfer student, regular admit, or conditional admission).

Qualitative induction was the method of analysis used to construct a series of individual case studies.

The case studies were prepared by (1) assembling raw data (tabulations from the MPCL, the EPSI, and content from specially prepared interview analysis charts), (2) condensing raw data into a case record, and (3) writing a case study narrative giving a descriptive picture of the subject. Specially trained readers were used to help read and interpret the interview analysis charts.

Case Studies: Presentation and Interpretation of Data

Eight of the 14 subjects were selected for use in the formulation of complete case studies. These eight subjects were selected as critical cases exhibiting unmet needs and unresolved conflicts most representative of the total sample. Each of the eight case studies was first presented separately with the presentation organized around specific topics: Background, Hierarchy of Needs and Need Fulfillment, Psychosocial Development and Conflict Resolution, and Summary.

Analysis and Discussion of Results

Finally, the individual case studies were analyzed and discussed to produce a profile of help-rejecting types. Four charts were constructed for this purpose: (1) Data Summary Chart: Mooney Problem Checklist, (2) Data Summary Chart: Erikson Psychosocial Stage

Inventory, (3) Critical Case Comparison Chart: Unmet Needs, and (4) Critical Case Comparison Chart: Psychosocial Conflicts. The results produced a help-rejector profile showing basically satisfied physiological needs but unmet needs for safety, love/belonging, and esteem. In addition, the help-rejector has developed a relatively strong sense of autonomy and independence as well as a strong sense of persistence, and a belief in himself in spite of imperfections and shortcomings. However, unresolved conflict in trust vs mistrust, initiative vs guilt, and intimacy vs isolation were prevalent.

Implications

College students who are in academic difficulty and reject help are in jeopardy. They are in danger of dismissal from the university and risk not achieving their academic and career goals. Increased understanding of these help-rejectors can lead to improved programming and methods of intervention which can result in better response to and participation in assistance programs. In this section, specific characteristics from the help-rejector typology will be discussed and related to program planning and

intervention.

Help-rejectors demonstrated significant conflict in trust. Without a strong basic sense of trust a student is likely to be skeptical when help is offered. Thus, it is very important to make the first offer in a manner where the student is most likely to have confidence and faith. Letters from college deans and other administrators in authority are not recommended. Rather, some significant person with whom the student has established a trusting relationship is much more likely to be successful in getting the student to accept help. This may be an advisor, a caring faculty member, or a peer counselor who represents the student viewpoint and shares similar experiences. It is highly unlikely that help will be accepted unless it is initially presented by a person whom the student trusts and in a manner void of punishment or reprisal. Impersonal letters or contacts from persons unknown to the student are likely to result in help-rejection.

Since the help-rejector has developed a strong sense of autonomy and feels highly capable of independent action, offers of help need to be presented in such a way that independence is praised and encouraged. Offers

may need to be worded so that the student receives acknowledgement for past efforts to "go it alone" and reassured that accepting help will not create dependency.

Help-rejectors have also exhibited persistence in spite of unsuccessful experiences and lack of encouragement. Efforts to illicit participation in support programs need to credit these students with some of this positive behavior while also illustrating the possibility of improvement given specially focused assistance.

Unmet needs for love/belonging and esteem are significant characteristics of help-rejectors. This further points to the necessity of providing experiences which address need satisfaction in this area. The help-rejector is often alienated from others and needs to feel a sense of belonging. A mentor program encouraging the development of a strong interpersonal connection may be most appealing and effective. Rather than focus on the need for academic improvement, such a program could begin with establishing trust and sharing with one significant person who could gradually build the student's confidence and motivation to succeed.

Unmet safety needs in the help-rejector point to the importance of considering the student's need to work outside of school in order to maintain basic living conditions. Many help-rejectors are simply so committed to jobs and other responsibilities that extra time is not available. This obstacle seems to be insurmountable but needs to be considered when planning interventions. Incentives for participation in the form of elective credit or other extrinsic motivators may be necessary for some help-rejectors.

In summary, the results of this study illustrate the importance of recognizing the help-rejector's unmet needs and unresolved conflicts and the need to address them in all attempts to illicit active participation in assistance and intervention programs.

Recommendations for Further Research

The study of help-rejection is difficult because the very nature of the population includes hesitancy and resistance. Replications of this study with a larger sample would be valuable. Further research is needed with the Erikson Psychosocial Stage Inventory (EPSI) and the Mooney Problem Checklist (MPCL) and this population since this is the first study to use these instruments

with help-rejectors.

In this study, the structured interview was conducted first and may have sensitized students to response items on the EPSI and MPCL which followed. Further research is needed to determine if the order of data collection affects responses.

Finally, additional research is necessary to see if the participation of help-rejectors in a study such as this is in fact an effective intervention as well. Follow-up studies of help-rejectors who participate in a study on help-rejection could produce valuable results.

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AN
ERIKSON PSYCHOSOCIAL STAGE INVENTORY
(EPSI)

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1980

The Erikson Psychosocial Stage Inventory (EPSI) is not identified by that name to respondents. We suggest referring to it as a Survey of Social Attitudes.

The instructions are printed at the top of page 1 of the inventory, making it self-administering, though it is probably preferable to read those introductory sentences to the respondents, and to ask for any questions to clarify the meaning of the instructions.

There is no time limit.

An assurance of confidentiality may be helpful, as well as a request that each person supply their own answers without discussing them with others (if administered to a group).

The scoring key is provided, and subscale scores are obtained by first allocating a score from 1 to 5 for each response (1 for "almost always true" to 5 for "hardly ever true"). Reverse the scores for items having a reversed polarity. The sum of scores for each subscale is then averaged (discounting missing values) and up to four missing values are allowed before treating the whole subscale as not completed.

Here are some thoughts that most people have about themselves at different times. All you need to do is read them one at a time and put a tick alongside each sentence in the box which shows how often the sentence is true of you.

There are no right or wrong answers - it depends completely on how you see yourself. But don't spend a lot of time thinking about each answer.

<div> <div>almost always true</div> <div>pretty often true</div> <div>true about half the time</div> <div>occasionally true</div> <div>hardly ever true</div> </div>					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. I am able to take things as they come
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. I can't make sense of my life
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. I wish I had more self-control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. I get embarassed when someone begins to tell me personal things
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I can't make up my own mind about things.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. I change my opinion of myself a lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. I am able to be first with new ideas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. I'm never going to get on in this world
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. I'm ready to get involved with a special person
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. I've got a clear idea of what I want to be
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. I feel mixed up
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. I find the world a very confusing place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. I know when to please myself and when to please others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. The important things in life are clear to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. I don't seem to be able to achieve my ambitions

almost always true
pretty often true
true about half the time
occasionally true
hardly ever true

16. I don't seem to have the ability that most others have
17. I've got it together
18. I know what kind of person I am
19. I worry about losing control of my feelings.
20. I have few doubts about myself
21. I rely on other people to give me ideas
22. I don't enjoy working
23. I think I must be basically bad
24. Other people understand me
25. I'm a hard worker
26. I feel guilty about many things
27. I'm warm and friendly
28. I really believe in myself
29. I can't decide what I want to do with my life
30. It's important to me to be completely open with my friends
31. I find that good things never last
32. I feel I am a useful person to have around
33. I keep what I really think and feel to myself
34. I'm an energetic person who does lots of things
35. I'm trying hard to achieve my goals
36. Things and people usually turn out well for me
37. I have a strong sense of what it means to be (female male)

almost always true
 pretty often true
 true about half the
 occasionally true
 hardly ever true

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 63. I find it hard to make up my mind |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 64. I trust people |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 65. I like my freedom and don't want to be tied down |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 66. I like new adventures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 67. I prefer not to show too much of myself to others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 68. I don't get things finished |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 69. I like finding out about new things or places |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 70. I don't get much done |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 71. Being alone with other people makes me feel
uncomfortable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 72. I find it easy to make close friends |

SCORING KEY.

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<u>Item No.</u>	<u>Scale</u>	<u>Polarity of item.</u>	<u>Item No.</u>	<u>Scale</u>	<u>Polarity of item.</u>
1.	Autonomy		27.	Intimacy	
2.	Autonomy	-	28.	Autonomy	
3.	Trust	-	29.	Identity	-
4.	Intimacy	-	30.	Intimacy	
5.	Autonomy	-	31.	Trust	-
6.	Identity	-	32.	Industry	
7.	Initiative		33.	Intimacy	-
8.	Autonomy	-	34.	Initiative	
9.	Intimacy		35.	Industry	
10.	Identity		36.	Trust	
11.	Identity	-	37.	Identity	
12.	Trust	-	38.	Trust	
13.	Autonomy		39.	Autonomy	-
14.	Identity		40.	Industry	
15.	Industry	-	41.	Intimacy	-
16.	Initiative	-	42.	Trust	-
17.	Identity		43.	Identity	
18.	Identity		44.	Identity	-
19.	Trust	-	45.	Industry	
20.	Trust		46.	Initiative	
21.	Initiative	-	47.	Trust	-
22.	Industry	-	48.	Intimacy	
23.	Initiative	-	49.	Identity	-
24.	Trust		50.	Initiative	-
25.	Industry		51.	Identity	-
26.	Initiative	-	52.	Industry	-

<u>Item No.</u>	<u>Scale</u>	<u>Polarity of item.</u>
53.	Trust	
54.	Autonomy	
55.	Antonomy	-
56.	Intimacy	-
57.	Initiative	
58.	Industry	-
59.	Intimacy	
60.	Industry	
61.	Initiative	-
62.	Antonomy	
63.	Antonomy	-
64.	Trust	
65.	Antonomy	
66.	Initiative	
67.	Intimacy	-
68.	Industry	-
69.	Initiative	
70.	Industry	-
71.	Intimacy	-
72.	Intimacy	

ITEMS FOR SUBSCALE "TRUST" OF EPSI

(scoring reversals indicated by asterisk)

I think the world and people in it are basically good

I'm as good as other people

I wish I had more self-control *

Other people understand me

Things and people usually turn out well for me

I have few doubts about myself

I find myself expecting the worst to happen *

I find that good things never last long *

People are out to get me *

I trust people

I find the world a very confusing place *

I worry about losing control of my feelings *

Eriksonian stage: Trust - mistrust

ITEMS FOR SUBSCALE "AUTONOMY" OF EPSI

(Scoring reversals indicated by asterisk)

- I like to make my own choices
- I know when to please myself and when to please others
- I can't make up my own mind about things *
- I can stand on my own two feet
- I don't feel confident of my judgment *
- I like my freedom and don't want to be tied down
- I can't make sense of my life *
- I find it hard to make up my mind *
- I'm never going to get on in this world *
- I really believe in myself
- I am able to take things as they come
- I am ashamed of myself *

Eriksonian stage: Autonomy - shame

ITEMS FOR SUBSCALE "INITIATIVE" OF EPSI
(scoring reversals indicated by asterisk)

I like finding out about new things or places

I cope very well

I like new adventures

I am able to be first with new ideas

I don't seem to have the ability that most others have got *

I'm an energetic person who does lots of things

I rely on other people to give me ideas *

I'm a follower rather than a leader *

I find myself denying things even though they are true *

I can stop myself doing things I shouldn't be doing

I think I must be basically bad *

I feel guilty about many things *

Eriksonian stage: Initiative - guilt

ITEMS FOR SUBSCALE "INDUSTRY" OF EPSI

(Scoring reversals indicated by asterisk)

I don't get things finished *

I can't stand lazy people

I'm a hard worker

I'm good at my work

I stick with things until they're finished

I don't get much done *

I'm trying hard to achieve my goals

I'm not much good at things that need brains or skill *

I waste a lot of my time messing about *

I don't seem to be able to achieve my ambitions *

I don't enjoy working *

I feel I am a useful person to have around

Eriksonian stage: Industry - inferiority

(Scoring reversals indicated by asterisk)

I've got a clear idea of what I want to be

I know what kind of person I am

I like myself and am proud of what I stand for

I don't really feel involved *

I've got it together

The important things in life are clear to me

I feel mixed up *

I don't really know what I'm on about *

I can't decide what I want to do with my life *

I find I have to keep up a front when I'm with people *

I have a strong sense of what it means to be {female
male

I change my opinion of myself a lot *

Eriksonian stage: Identity - identity-confusion

(Scoring reversals indicated by asterisk)

I have a close physical and emotional relationship with another person

I'm warm and friendly

I care deeply for others

It's important to me to be completely open with my friends

Being alone with other people makes me feel uncomfortable *

I think its crazy to get too involved with people *

I'm ready to get involved with a special person

I get embarassed when someone begins to tell me personal things *

I prefer not to show too much of myself to others *

I keep what I really think and feel to myself *

I'm basically a loner *

I find it easy to make close friends

Eriksonian stage: Intimacy - isolation

1950
REVISION

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY

Assisted by LEONARD V. GORDON

Bureau of Educational Research

Ohio State University

C COLLEGE
FORM

Age..... Date of birth..... Sex.....

Class in college..... Marital status.....
(Freshman, Sophomore, etc.) (Single, married, etc.)

Curriculum in which you are enrolled.....
(Electrical Engineering, Teacher Education, Liberal Arts, etc.)

Name of the counselor, course or agency
for whom you are marking this check list.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS

This is not a test. It is a list of troublesome problems which often face students in college—problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps.

First Step: Read the list slowly, pause at each item, and if it suggests something which is troubling you, underline it, thus "34. Sickness in the family." Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

Second Step: After completing the first step, look back over the items you have underlined and circle the numbers in front of the items which are of *most concern* to you, thus,

" (34.) Sickness in the family."

Third Step: After completing the first and second steps, answer the summarizing questions on pages 5 and 6.



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Cir.	Tot.
HPD	
FLE	
SRA	
SPR	
PPR	
CSM	
HF	
MR	
ACW	
FVE	
CTP	
TOTAL . . .	

1. Feeling tired much of the time
2. Being underweight
3. Being overweight
4. Not getting enough exercise
5. Not getting enough sleep
6. Too little money for clothes
7. Receiving too little help from home
8. Having less money than my friends
9. Managing my finances poorly
10. Needing a part-time job now
11. Not enough time for recreation
12. Too little chance to get into sports
13. Too little chance to enjoy art or music
14. Too little chance to enjoy radio or television
15. Too little time to myself
16. Being timid or shy
17. Being too easily embarrassed
18. Being ill at ease with other people
19. Having no close friends in college
20. Missing someone back home
21. Taking things too seriously
22. Worrying about unimportant things
23. Nervousness
24. Getting excited too easily
25. Finding it difficult to relax
26. Too few dates
27. Not meeting anyone I like to date
28. No suitable places to go on dates
29. Deciding whether to go steady
30. Going with someone my family won't accept
31. Being criticized by my parents
32. Mother
33. Father
34. Sickness in the family
35. Parents sacrificing too much for me
36. Not going to church often enough
37. Dissatisfied with church services
38. Having beliefs that differ from my church
39. Losing my earlier religious faith
40. Doubting the value of worship and prayer
41. Not knowing how to study effectively
42. Easily distracted from my work
43. Not planning my work ahead
44. Having a poor background for some subjects
45. Inadequate high school training
46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Purpose in going to college not clear
50. Doubting the value of a college degree
51. Hard to study in living quarters
52. No suitable place to study on campus
53. Teachers too hard to understand
54. Textbooks too hard to understand
55. Difficulty in getting required books
56. Not as strong and healthy as I should be
57. Allergies (hay fever, asthma, hives, etc.)
58. Occasional pressure and pain in my head
59. Gradually losing weight
60. Not getting enough outdoor air and sunshine
61. Going in debt for college expenses
62. Going through school on too little money
63. Graduation threatened by lack of funds
64. Needing money for graduate training
65. Too many financial problems
66. Not living a well-rounded life
67. Not using my leisure time well
68. Wanting to improve myself culturally
69. Wanting to improve my mind
70. Wanting more chance for self-expression
71. Wanting a more pleasing personality
72. Losing friends
73. Wanting to be more popular
74. Being left out of things
75. Having feelings of extreme loneliness
76. Moodiness, "having the blues"
77. Failing in so many things I try to do
78. Too easily discouraged
79. Having bad luck
80. Sometimes wishing I'd never been born
81. Afraid of losing the one I love
82. Loving someone who doesn't love me
83. Too inhibited in sex matters
84. Afraid of close contact with the opposite sex
85. Wondering if I'll ever find a suitable mate
86. Parents separated or divorced
87. Parents having a hard time of it
88. Worried about a member of my family
89. Father or mother not living
90. Feeling I don't really have a home
91. Differing from my family in religious beliefs
92. Failing to see the relation of religion to life
93. Don't know what to believe about God
94. Science conflicting with my religion
95. Needing a philosophy of life
96. Forgetting things I've learned in school
97. Getting low grades
98. Weak in writing
99. Weak in spelling or grammar
100. Slow in reading
101. Unable to enter desired vocation
102. Enrolled in the wrong curriculum
103. Wanting to change to another college
104. Wanting part-time experience in my field
105. Doubting college prepares me for working
106. College too indifferent to student needs
107. Dull classes
108. Too many poor teachers
109. Teachers lacking grasp of subject matter
110. Teachers lacking personality

Third Step: Answer the following four questions.

QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?
.....Yes.No. If any additional items or explanations are desired, please indicate them here.

2. How would you summarize your chief problems in your own words? Write a brief summary.

3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing?
.....Yes.No. Could you explain your reaction?

4. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?Yes.No. If so, do you know the particular person(s) with whom you would like to have these talks?Yes.No.

APPENDIX C

Categories of the Mooney Problem Checklist

- HPD Health and Physical Development
- PPR Personal-Psychological Relations
- FLE Finance, Living Conditions & Employment
- SRA Social and Recreational Activities
- CSM Courtship, Sex & Marriage
- HF Home and Family
- MR Morals and Religion
- ACW Adjustment to College Work
- FVE The Future: Vocational & Educational
- CTP Curriculum and Teaching Procedure

APPENDIX D

Silverman-Juhasz Needs and Problem Inquiry

1. What courses are you taking this semester?
(Course, credit hours, grade estimate)
2. After you received the letter about the learning assistance meeting, what kept you from attending?
3. What are the major problems in your life right now?
4. How are you trying to solve these problems?
5. Describe your living conditions now. Where are you living?
6. Who lives with you? (Number of people and their relationship)
7. What is the atmosphere like?
8. What health or physical problems have you experienced?
9. What health or physical problems have you experienced in the last six months?
10. How have you handled these problems?
11. Tell me about your economic situation. Are you on financial aid?
12. How are you paying for your education and living expenses?
13. Are you working?
14. How many hours a week do you work?
15. How much time do you spend commuting to work, to school, or both?
16. What activities are involved in your work?
17. Do you like your job? Why or why not?

18. What do you do when you don't have enough money?
19. Tell me a little about your social life?
20. Are you satisfied with it? Why or why not?
21. What do you do for fun?
22. Tell me about your friends. Who are they?
23. What do you do with your friends?
24. How much time do you spend with your friends?
25. How involved are your friends with you and your life?
26. When things don't go just right for you with your friends, how do you behave and what do you do about it?
27. Do you have a special friend of the opposite sex?
28. How do you get along with this friend in general?
29. How often are you together?
30. What do you do together?
31. Tell me about your relationship with your parents and family.
32. How often do you see your parents?
33. What do you do when you're together?
34. What do your parents say when you receive poor grades?
35. What part does religion play in your life?
36. How is college different from what you expected?
37. What are your biggest problems in relation to your school work?

38. What are you doing to solve these problems?
39. What do you do when you receive a low grade on a quiz or test?
40. Tell me how you picked your major.
41. Would you change it and how?
42. What career choice have you made for yourself?
43. Are you satisfied with it? Why or why not?
44. What are your marriage and family plans for the future?

Structured Interview - Probes

6. How many are male and female?
7. Is it conducive to studying? Noisy? Calm? Tense? Happy?
8. Ask about hearing or vision problems.
14. Could you reduce your work load? How?
16. Is there time for studying on your job?
18. Are you worried about money?
25. Do your friends know about your problems? Do they help you try to solve them?
31. How could your relationship with your parents be improved?
34. Do they know? How do they know? How do they act?
35. Do you find religion helps you in difficult times? Tell how.
36. How is the coursework different? Social life different? Campus life different?
41. Why would you change it?

APPENDIX E
Maslow's Need Hierarchy

- 5 Self-Actualization
- 4 Esteem
- 3 Love/Belonging
- 2 Safety
- 1 Physiological

Interview Analysis Chart (Basic Needs & Psychosocial Development)

<u>INTERVIEW CONTENT</u>	
NEEDS	
Physiological	
Safety	
Belonging- ness & Love	
Esteem	
Self Actualiza- tion	
PSYCHOSOCIAL	
Trust	
Autonomy	
Initiative	
Industry	
Identity	
Intimacy	

APPENDIX G

Directions For Readers

There are 14 sets of interview content to be read and analyzed. Each set contains about 30 separate items of content - some more, some less. Read and complete one full set at a time and read the content in sequential order for full understanding.

As you read each separate item of interview content in a set, you will make TWO decisions. Your FIRST decision will be to pick ONE of the five levels of NEED related to the content item and put a "+" or a "-" in the corresponding box. (Plus and minus are explained below.) You may choose only ONE level of NEED and mark only ONE box. If the content doesn't match any one of the NEED levels, do not mark anything.

Your SECOND decision will be to pick ONE of the seven stages of psychosocial development related to the content item and put a "+" or "-" in the corresponding box. You may choose only ONE stage of psychosocial development and mark only ONE box. If the content doesn't match any one of the psychosocial stages, do not mark anything.

Use the attached list of definitions to clarify terms related to NEED and PSYCHOSOCIAL DEVELOPMENT.

Next, after completing analysis of each set of responses, briefly summarize and write down what you think the student's main difficulties are in relation to satisfaction of need and stage of psychosocial development. Use the back side of the last sheet of interview content to record your response.

Finally, from the list below pick the three most prevalent problem areas and rank them with #1 being the most prevalent. List this ranking on the back of the last sheet of interview content along with your brief summary.

Prevalent Problem Areas:

HPD Health and Physical Development

PPR Personal-Psychological Relations
FLE Finance, Living Conditions & Employment
SRA Social and Recreational Activities
CSM Courtship, Sex & Marriage
HF Home and Family
MR Morals and Religion
ACW Adjustment to College Work
FVE The Future: Vocational & Educational
CTP Curriculum and Teaching Procedure

Definition of Plus and Minus:

PLUS: An indicator of fulfillment of one level of need or successful resolution of one of the psychosocial stages.

MINUS: An indicator of lack of fulfillment of one level of need or successful resolution of one of the psychosocial stages.

APPENDIX H

I need your help in part of my research. Would you please take a few minutes to read over the items in each of the eleven categories of the Mooney Problem Checklist? After you have read the items in a category, decide which one of the five levels of need in Maslow's Need Hierarchy (use attached yellow sheet) best matches the Mooney category. You may find that more than one level of need matches at category. If so, indicate that in the chart below as a second or third choice match.

Mooney Problem Checklist CategoryLevel of Need Maslow (Levels 1- 5)

	<u>Best Match</u>	<u>Second Choice</u> <u>Match</u>	<u>Third Choice</u> <u>Match</u>
I. Health & Physical Development (HPD)			
II. Finances, Living Conditions & Employment (FLE)			
III. Social & Recreational Activities (SRA)			
IV. Social-Psychological Relations (SPR)			
V. Personal-Psychological Relations (PPR)			
VI. Courtship, Sex and Marriage (CSM)			
VII. Home and Family (HF)			
VIII. Morals and Religion (MR)			
IX. Adjustment to College Work (ACW)			
X. The Future: Vocational and Educational (FVE)			
XI. Curriculum and Teaching Procedure (CTP)			

Level One: Physiological Needs

Level Two: Safety Needs

Level Three: Love and Belonging Needs

Level Four: Esteem Needs

Level Five: Self-Actualization Needs

APPENDIX I

Health and Physical Development (HPD)

	<u>No. of Critical Cases</u>
Feeling tired much of the time	4
Being underweight	3
Being overweight	2
Not getting enough exercise	2
Not getting enough sleep	4
Not being as strong and healthy as I should be	2
Allergies	1
Occasional pressure and pain in my head	3
Not getting enough outdoor air and sunshine	1
Poor posture	1
Poor complexion or skin trouble	3
Too short	2
Not very attractive physically	1
Frequent colds	2
Weak eyes	1
Frequent headaches	1
Menstrual or female disorders	1
Sometimes feeling faint or dizzy	1
Trouble with digestion or elimination	1
TOTAL CHECKED	36
Mean	4.5

Personal-Psychological Relations (PPR)

	No. of Critical Cases
Taking things too seriously	2
Worrying about unimportant things	1
Nervousness	1
Getting excited too easily	1
Finding it difficult to relax	2
Moodiness, "having the blues"	4
Failing in so many things I try to do	3
Too easily discouraged	4
Unhappy too much of the time	2
Having memories of an unhappy childhood	1
Daydreaming	2
Forgetting things	1
Not taking things seriously enough	2
Afraid of making mistakes	2
Can't make up my mind about things	2
Lacking self-confidence	2
Can't forget an unpleasant experience	3
Feeling life has given me a "raw deal"	2
Too many personal problems	3
Too easily moved to tears	1
Bothered by bad dreams	1
Thoughts of suicide	2
TOTAL CHECKED	44
Mean	5.5

Finances, Living Conditions and Employment (FLE)

	No. of Critical Cases
Too little money for clothes	1
Having less money than my friends	1
Managing my finances poorly	1
Needing a part-time job now	2
Going in debt for college expenses	2
Going through school on too little money	2
Needing money for graduate training	1
Too many financial problems	2
Needing money for better health care	3
Needing to watch every penny I spend	2
Disliking financial dependence on others	2
Financially unable to get married	1
Working late at night on a job	1
Living in an inconvenient location	1
Transportation or commuting difficulty	2
Not getting satisfactory pay	1
Tiring of the same means all the time	1
Too little money for recreation	2
No steady income	2
Unsure of my future financial support	1
Needing a job during vacations	2
Doing more outside work than is good for me	1
Getting low wages	1
Dissatisfied with my present job	1
TOTAL CHECKED	36
Mean	4.6

Social And Recreational Activities (SRA)

	<u>No. of Critical Cases</u>
Not enough time for recreation	2
Too little chance to get into sports	1
Too little chance to enjoy art or music	1
Too little chance to enjoy radio or television	1
Not living a well-rounded life	2
Wanting to improve myself culturally	2
Wanting to improve my mind	6
Wanting more chance for self-expression	3
Awkward in meeting people	3
Awkward in making a date	3
Slow in getting acquainted with people	3
In too few student activities	2
Boring weekends	1
Wanting to learn how to dance	1
Wanting to improve my appearance	3
Trouble in keeping a conversation going	2
Too little chance to enjoy nature	1
Too little chance to pursue a hobby	2
Too little chance to read what I like	3
Wanting more worthwhile discussions with people	1
Too little chance to do what I want to do	3
Too little social life	3
Nothing interesting to do in vacations	1
Wanting very much to travel	2
 TOTAL CHECKED	 52
Mean	6.5

Social-Psychological Relations (SPR)

	<u>No. of Critical Cases</u>
Being timid or shy	3
Being too easily embarrassed	2
Being ill at ease with other people	4
Having no close friends in college	3
Wanting a more pleasing personality	1
Wanting to be more popular	1
Being left out of things	4
Having feelings of extreme loneliness	3
Feelings too easily hurt	4
Being talked about	3
Worrying how I impress people	1
Feeling inferior	3
Being too envious or jealous	1
Being stubborn or obstinate	2
Feeling that no one understands me	1
Having no one to tell my troubles to	3
Finding it hard to talk about my troubles	3
Avoiding someone I don't like	2
Too easily led by other people	1
TOTAL CHECKED	45
Mean	5.62

Courtship, Sex and Marriage (CSM)

	<u>No. of Critical Cases</u>
Too few dates	3
Not meeting anyone I like to date	3
No suitable places to go on dates	1
Deciding whether to go steady	1
Going with someone my family won't accept	1
Afraid of losing the one I love	1
Loving someone who doesn't love me	1
Too inhibited in sex matters	2
Afraid of close contact with the opposite sex	1
Wondering if I'll ever find a suitable mate	5
Being in love	1
Deciding whether I'm in love	1
Wondering if I really know my prospective mate	2
Being in love with someone I can't marry	1
Embarrassed by talk about sex	3
Wondering how far to go with the opposite sex	1
Disappointment in a love affair	2
Boyfriend	1
Breaking up a love affair	1
Wondering if I'll ever get married	2
Needing advice about marriage	1
TOTAL CHECKED	35
Mean	4.37

Home and Family (HF)

	<u>No. of Critical Cases</u>
Being criticized by my parents	2
Mother	2
Father	1
Sickness in the family	3
Parents sacrificing too much for me	2
Worried about a member of my family	4
Home life unhappy	1
Not getting along with a member of my family	1
Irritated by habits of a member of my family	3
Unable to discuss certain problems at home	1
Clash of opinion between me and parents	1
Parents expecting too much of me	3
Carrying heavy home responsibilities	3
Not telling parents everything	2
Being treated like a child at home	1
Wanting love and affection	3
Getting home too seldom	1
Wishing I had a different family background	2
TOTAL CHECKED	36
Mean	4.5

Morals and Religion (MR)

	<u>No. of Critical Cases</u>
Not going to church often enough	2
Losing my early religious faith	2
Don't know what to believe about God	1
Needing a philosophy of life	1
Parents old-fashioned in their ideas	2
In love with someone of a different race or religion	1
Wanting more chances for religious worship	1
Wanting to feel close to God	2
Confused on some moral questions	1
Unable to break a bad habit	2
Sometimes not being as honest as I should be	2
Having a troubled or guilty conscience	1
Can't forget some mistakes I've made	4
TOTAL CHECKED	22
Mean	2.75

Adjustment to College Work (ACW)

	<u>No. of Critical Cases</u>
Not knowing how to study effectively	4
Easily distracted from my work	1
Not planning my work ahead	1
Having a poor background for some subjects	3
Inadequate high school training	2
Forgetting things I've learned in school	2
Getting low grades	5
Weak in writing	4
Weak in spelling or grammar	1
Slow in reading	2
Not spending enough time in study	3
Trouble organizing term papers	3
Troubling in outlining or note-taking	1
Trouble with oral reports	1
Not getting studies done on time	2
Unable to concentrate well	5
Unable to express myself well in words	1
Vocabulary too limited	1
Afraid to speak up in class discussions	1
Worrying about examinations	3
Slow with theories and abstractions	1
Weak in logical reasoning	1
Not smart enough in scholastic ways	3
Fearing failure in college	4
Not having a well-planned college program	2
Poor memory	1
Slow in mathematics	3
Needing a vacation from school	1
 TOTAL CHECKED	 62
Mean	7.75

The Future: Vocational and Educational (FVE)

	No. of Critical Cases
Restless at delay in starting life work	1
Doubting wisdom of my vocational choice	2
Purpose in going to college not clear	2
Doubting the value of a college degree	1
Unable to enter desired vocation	3
Wanting to change to another college	1
Wanting part-time experience in my field	4
Wondering if I'll be successful in life	8
Needing to plan ahead for the future	1
Not knowing what I really want	1
Trying to combine marriage and a career	2
Concerned about military service	1
Wondering whether future education is worthwhile	1
Not knowing where I belong in the world	2
Needing to decide on an occupation	1
Needing information about occupations	1
Needing to know my vocational abilities	1
Deciding whether to leave college for a job	1
Doubting I can get a job in my chosen vocation	1
Wanting advice on next steps after college	2
Choosing best courses to prepare for a job	1
Afraid of unemployment after graduation	1
Not reaching the goal I've set for myself	3
TOTAL CHECKED	42
Mean	5.25

Curriculum and Teaching Procedures (CTP)

	<u>No. of Critical Cases</u>
Hard to study in living quarters	3
Teachers too hard to understand	2
Textbooks too hard to understand	1
Difficulty in getting required books	2
College too indifferent to student needs	1
Teachers lacking personality	1
Not having a good college adviser	1
Not getting individual help from teachers	1
Not enough chances to talk to teachers	1
Teachers lacking interest in students	1
Too much work required in some courses	2
Unable to take courses I want	1
Forced to take courses I don't like	1
Grades unfair as measures of ability	3
Unfair tests	2
 TOTAL CHECKED	 23
 Mean	 2.87

No. of Critical
Cases

HPD

Feeling tired much of the time	4
Being underweight	3
Not getting enough sleep	4
Occasional pressure and pain in my head	3
Poor complexion or skin trouble	3

PPR

Moodiness, "having the blues"	4
Failing in so many things I try to do	3
Too easily discouraged	4
Can't forget an unpleasant experience	3
Too many personal problems	3

FLE

Needing money for better health care	3
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SRA

Wanting to improve my mind	6
Wanting more chance for self-expression	3
Awkward in meeting people	3
Awkward in making a date	3
Slow in getting acquainted with people	3
Wanting to improve my appearance	3
Too little chance to read what I like	3
Too little chance to do what I want to do	3
Too little social life	3

SPR

Being timid or shy	3
Being ill at ease with other people	4
Having no close friends in college	3
Being left out of things	4
Having feelings of extreme loneliness	3
Feelings too easily hurt	4
Being talked about	3
Having no one to tell my troubles to	3
Finding it hard to talk about my troubles	3

CSM

Too few dates	3
Not meeting anyone I like to date	3
Wondering if I'll ever find a suitable mate	5
Embarrassed by talk about sex	3

HF

Sickness in the family	3
Worried about a member of my family	4
Irritated by habits of member of my family	3
Parents expecting too much of me	3
Carrying heavy home responsibilities	3
Wanting love and affection	3

MR

Can't forget some mistakes I've made	4
--------------------------------------	---

ACW

Not knowing how to study effectively	4
Having a poor background for some subjects	3
Getting low grades	5
Weak in writing	4
Not spending enough time in study	3
Trouble organizing term papers	3
Unable to concentrate well	5
Worrying about examinations	3
Not smart enough in scholastic ways	3
Fearing failure in college	4
Slow in mathematics	3

FVE

Unable to enter desired vocation	3
Wanting part-time experience in my field	4
Wondering if I'll be successful in life	8
Not reaching the goal I've set for myself	3

CTP

Hard to study in living quarters	3
Grades unfair as measures of ability	3

APPENDIX J

Definition Of Terms

Maslow: Hierarchy of Needs

PHYSIOLOGICAL: Need for relief from thirst, hunger
Need for sleep, for sex, for relief from pain

SAFETY NEEDS: Need for security, for protection, for freedom from danger, for order, for predictable future

LOVE AND
BELONGING: Need for friends, for companions, for a family, for identification with a group, for intimacy with a member of the opposite sex

ESTEEM: Need for respect, for confidence based on good opinions of others, for admiration, for self-confidence, for self-worth, for self-acceptance

SELF ACTUALI-
ZATION: Need to fulfill one's personal capacities, to develop one's potential, to do what one is best suited for, to grow and expand meta-needs: discover truth, create beauty, produce order, promote justice.

APPENDIX K

Definition Of Terms

Erikson:	Psychosocial Development
TRUST:	A sense of being acceptable, being good and loveable, a feeling of confidence
AUTONOMY:	A feeling of confidence in one's own abilities, willfulness, and cooperation - demonstrated by courage, self-control, and will power
INITIATIVE:	Undertaking, planning, attacking, being responsible
INDUSTRY:	Acquisition of skills and knowledge resulting in sense of duty and accomplishment - a feeling of competence. Task oriented and task defined.
IDENTITY:	Knowledge of self - feeling of integration and a consistent and congruent picture of what others think and of what one thinks of oneself; self-certainty - confidence about where one belongs
INTIMACY:	Ability to love and possess the qualities of compassion, empathy, identification, reciprocity, and mutuality. A developed sense of tenderness toward another - a real capacity to commit self to someone else

APPROVAL SHEET

The dissertation submitted by Sharon Lebo Silverman has been read and approved by the following committee:

Dr. Anne McCreary Juhasz, Director
Professor, Counseling and Educational Psychology,
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Dr. Gloria J. Lewis
Associate Professor and Chairperson, Counseling and
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Policy Studies, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 21, 1989
Date

Anne McCreary Juhasz
Director's Signature